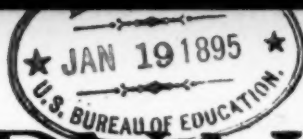


# THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.



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Such as ne'er  
Shall sink while there's an  
Echo left to air.*

—BYRON.

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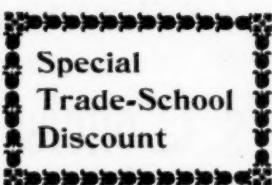
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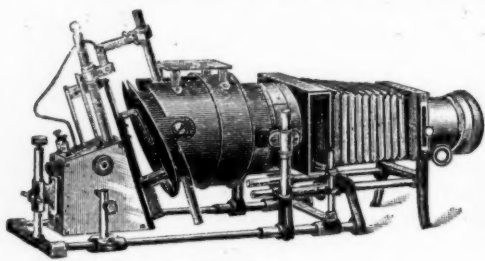


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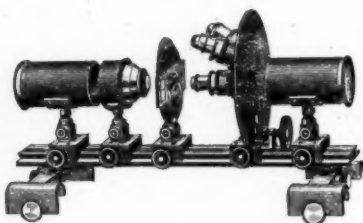
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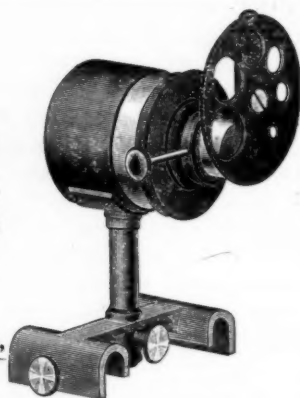
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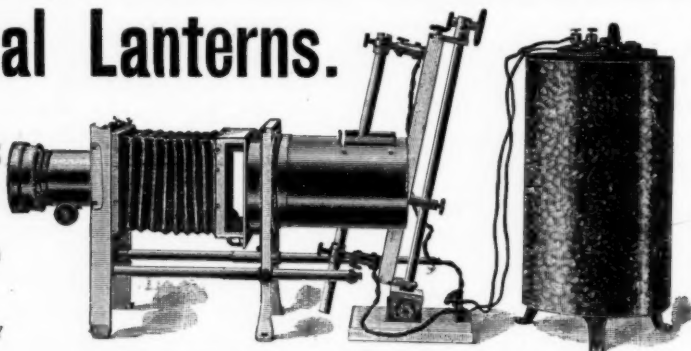
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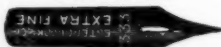
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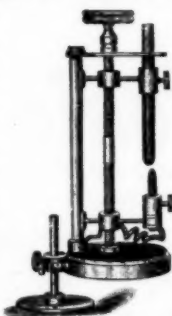
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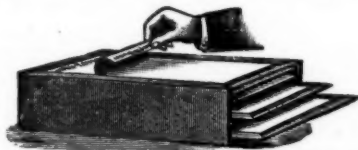
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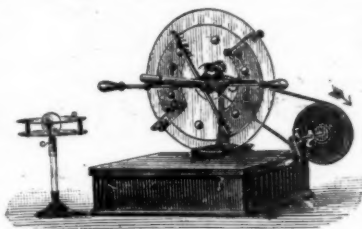


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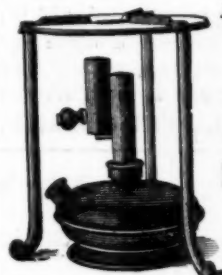
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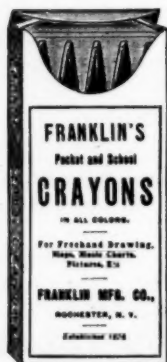
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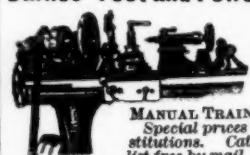
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. L.,

For the Week Ending January 19.

No. 3

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The business department of THE JOURNAL is on page 72.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

## The Evolution of the City Superintendent of Schools.

By WILLIAM A. MOWRY.



THE beginnings of our system of public schools date back to ancient history. Whether the first one was at Dorchester, Mass., on Manhattan island, or at Charles City, Md., is quite immaterial, since the very discussion of the ques-

tion of priority admits, at the outset, that the school was one of the first products of the several colonies. Everybody knows that common schools, academies, and colleges have flourished in all parts of our wide land.

From the beginning all public schools have been committed to the management of school committees, or school directors, or whatever the special name may have been in the several states. These officers have been usually chosen by the people, and their duties have been defined by state statutes. They have had almost unlimited authority over the internal arrangements of the schools. They hired the teachers and defined their duties. Courses of study, text-books, supplies, regulations, discipline—*everything*—came under their power and were arranged in sole accordance with their judgment. Originally, the population of this country was mostly rural. There were but few large towns. Now, however, the masses of the people are congregated in large cities. This fact has changed American society in many important respects. School committees were usually chosen from the better class of citizens, business men, and professional men.

In a small city, twenty men on the school board were lately made up of the following professions and business callings:

Three were editors; three merchants; two physicians; two bankers; two clerks; two general business; and one each as follows: Clergyman, teacher, laborer, lawyer, painter, and manufacturer.

These men performed their duties, as is generally the case, in different parts of the country, without pay.

It needs no argument to show that something more is needed than they can be properly asked to do, in order to make the schools the best possible. Something more than fifty years ago there sprang up a desire here and there to supplement this important work of the school boards by establishing a new office, that of a professional superintendent of schools, who under the direction of the school board, or committee should take care of the educational part of the work, while the board continued

to look after the material side, and attend to the necessary legislation.

This innovation began at about the same time, in different parts of the country. It is stated that Louisville, Ky., established the office of school superintendent in 1835, but I cannot substantiate the statement by positive proofs.

Buffalo, N. Y., appointed a superintendent in 1837, Providence, R., I., in 1839, Springfield, Mass., in 1840, Boston in 1851, and since that time nearly every city in the land, in all sections from the Atlantic to the Pacific, has established the office and placed the details of the schools in charge of an educational expert.

The office of school superintendent may therefore be said to have been firmly established. It is not sectional, inasmuch as it has already become universal, being found equally in all portions of the land, east, west, north, and south. It is not ephemeral since it has in hardly a single instance anywhere been abolished after it had once been established. It is not an experiment, because it has now been an unqualified success for more than half a century. Evidently it has "come to stay," since there appears to be no opposition to it.

Moreover, this office seems to be in accordance with the spirit of the age. This is an age of improvement and advancement. Perhaps its foremost characteristics are a general division of labor and the evident domination of brain over matter. "Hewers of wood and drawers of water" there may be till the end of time, but the appellation has a very different signification in these days of coal, gang-saws, planing mills and city water works, reservoirs, and such like.

But there are other professions and businesses besides those laborers who perform their mission by mere brute force of strong muscle. The higher our civilization climbs the more important is preparation—not for a trade merely, but for citizenship and manhood. We live faster than the people of any preceding age. We therefore live *more* if not longer. All modern society is based upon organization. Organization implies supervision. Formerly one woman ran her one wooden loom by hand. There were no "bell hours," no overseers, no manufacturing corporation. To-day the case is different. Cloth is made in factories. These are run by corporations. There is one superintendent to "the mill," and there are overseers to look after the details of the labor and the work of the laborers. So of all kinds of business. Each department is systematized and each has its supervisor. No important work at the present time can be successfully carried on, in the face of competition everywhere, without a thorough system of supervision.

In a later number of THE JOURNAL will be discussed "The Present Status of the School Superintendent."

Hyde Park, Mass.

## Measuring Effects.

By M. L. TOWNSEND.

It is a question that must be asked: This boy of twelve years, what can I do for him? And the thinking teacher will answer it, not by putting him into certain classes, and putting him through a formal routine, but by obtaining an acquirement of suitable knowledge, developing an ability to know and a skill to express and use knowledge. Then comes the consideration, what knowledge? What is the suitable knowledge? The routinist does not trouble himself to think much about it, but puts a text-book in the boy's hands and bids him "get" certain pages. The thinker sees that the three ends—knowledge, power, and skill—must be aimed at, and selects subjects accordingly.

The majority of teachers fix upon reading, geography, arithmetic, history and writing, as the appropriate studies of a boy of 12. A growing minority would add nature, physics, physiology, drawing, and doing, or handwork of some kind. The first class would argue that if these last five are added that reading, writing, and arithmetic will suffer; they claim that these three are the important studies. Will it not be best to look into the results of these studies on the boy, and endeavor to find out what they are.

A table is given of ten subjects considered as to the three points—knowledge-acquiring, power-arousing, and expression-skillfulness. The figures set opposite are given tentatively, as the analysis is a new one:

SUBJECT.	KNOWLEDGE.	POWER.	EXPRESSION.
Reading	25	100	100
Geography	100	100	100
Arithmetic	25	100	75
Writing	25	25	50
History	100	100	50
Nature	100	100	75
Physics	100	100	75
Self	100	100	100
Drawing	25	75	100
Doing	50	100	100

*Reading.*—This is supposed to be from the reader; the amount of knowledge is usually small; properly directed by the teacher, it arouses power to think and to read in other books; it aids in the acquirement of expression—especially in poetry; it is the great means of acquiring a knowledge of the forms of words.

*Geography.*—In this it is all knowledge; rightly directed it is one of the best power-arousing studies; it may be taught so as to increase skill in expression in map drawing, sand and clay-molding as well as by written abstracts.

*Arithmetic.*—In this the knowledge gained is small, except as to the figure-art itself. (The estimate here given will not meet with general approval.)

*Writing.*—The knowledge is of forms; demanding accuracy, it develops some skill. It may be considered as a useful, but not highly intellectual study.

*History.*—This is a study of the first rank in respect to knowledge-acquiring and power-arousing; as to expression it does not stand so high. Is this because it is poorly taught?

*Nature.*—In this plants, animals, minerals, the weather, and the sky are included; it ranks higher in expression than history. Why is this?

*Physics.*—This includes chemics; many would rank its expression-acquirement as higher than is here given.

*Self.*—This includes a knowledge of the body and of

ethics. It is given here the highest figures in each aspect. Is this correct?

*Drawing.*—This is much like writing, but has a higher rank in power and expression.

*Doing.*—This includes work on wood and other materials with tools. It is a step higher in power-giving than drawing. Writing, drawing, and doing, are three forms of hand training; the first is demanded as a necessity; the two latter reach further as imparting power and expression.

This table is given with diffidence; not as an accurate measurement of the several studies, but as a rough statement of the uses they are to the teacher in his work. Language-training is given in all the ten subjects, the hand-exercising ones of writing, drawing, and doing excepted. There are many ways the being needs and obtains expression besides in the language of words. If the figures given arouse thought and suggestions the object of the writer will be accomplished.

## City School Systems.

(The Committee of Fifteen of the National Department of Superintendence has prepared the following questions for discussion.)

1. Should there be a board of education, or a commissioner with an advisory council?
2. If a commissioner, should he be elected by the people, or appointed by the mayor, or selected in some other way?
3. What should be his powers and duties?
4. If a board of education, of how many members should it consist?
5. Should the members be elected or appointed? From the city at large or to represent districts?
6. Should the members be elected in equal numbers from the two great political parties, or can any other device be suggested to eliminate politics from school administration?
7. By what authority should the superintendent of schools be elected or appointed, and for what term?
8. What should be the qualifications of a city superintendent of schools?
9. Should the city superintendent owe his appointment directly or indirectly to the state educational authorities, and be responsible to them rather than to the local authorities?
10. In whom should be vested the authority to license teachers? To cancel licenses for cause?
11. In whom should be vested the power to appoint teachers? In whom the power to discharge teachers?
12. Supposing teachers appointed to a school, who should have the power to assign them to grades or classes?
13. Should the principle of competitive examination be introduced in determining promotions to positions of greater responsibility or emolument?
14. How should the duties of superintendents on the one hand and of principals on the other in the supervision of methods and of teaching be defined?
15. By whom should the course of study be made?
16. By whom should text-books be selected?
17. By whom should promotions be made?
18. By whom should disputes between parents and the teaching force be settled?
19. By whom should a compulsory education law be enforced?

"An age like this demands  
Great minds, brave hearts,  
And strong and willing hands;  
Men whom the lust of office cannot kill;  
Men whom the spoils of office cannot buy;  
Men who possess opinions and a will;  
Men who can legislate and dare not lie."

## Appointment of Teachers.

The key to the successful administration of a school is to be found in *definite responsibility*. Until a principal is made to feel that he is held to a strict accountability for his school, his work, except in the case of the very few men who pursue the schoolmaster's calling through sheer love of it, will fall far short of the ideal. In Brooklyn a principal can be held only to a partial accountability, because, except by courtesy, he has no voice in the selection of his assistants. His difficulties are often augmented by the presence in his school of teachers who seldom lose an opportunity to show that they owe their places to some power capable of maintaining them in an attitude of listlessness if not of defiance. Under such circumstances it is impossible for a principal to exert the influence that belongs of right to his own position. The true remedy, I believe, would be to give the principal a large voice in the appointment of subordinate teachers.

WM. H. MAXWELL.

In San Francisco the appointment of teachers is regulated by the following resolution:

Resolved, That the assistant teachers employed in the primary and grammar schools of the department shall be appointed in the following manner, viz.:

1. After July 1 of each year the first six vacancies occurring in the substitute class shall be filled by appointment from the graduates of the normal department of the Girls' high school of that year, these selections to be made by the special committee hereinafter designated, from the twelve who graduate with the highest percentage.
  2. A competitive examination shall be held of graduates of the City normal school, exclusive of the graduating class of the current year, and out of the number of those applying, the twelve, who shall, upon such examination, be found to be the best qualified shall be deemed to be entitled to be appointed teachers.
  3. The eighteen so selected shall be appointed teachers in this department to fill the first eighteen vacancies that may occur in each year.
  4. If further vacancies occur, and it becomes necessary to appoint other teachers in the department, such appointments shall be made in the manner at present provided; but no one shall be appointed a teacher in the schools of this city who is not a graduate of some normal school or other institution of learning of equal or higher rank, with a regular diploma therefrom, or who shall not have had at least one year's successful practice in teaching in primary or grammar schools, and hold first-grade certificates.
  5. The competitive examination above referred to shall be held before a committee consisting of the superintendent of schools for this city, and not less than five members of the faculty of the University of California.
- The president of this board shall be and he is hereby, authorized and instructed to arrange with the faculty of University of California for holding such examinations, upon terms and conditions agreed upon between them.

The pupil goes to the primary school (as he does to the kindergarten) to employ his observing and inductive powers; and if he is made to read and to spell instead a great wrong is done. What shall be done to train these powers? This is the question to be asked of the primary teacher and not whether Cairo is on the right or left bank of the Nile. The mother puts things into the hand of the child and lets it try experiments; she knows it will go on to make inductions; she sees it is tired and fretful; she knows it has made all the experiments possible with the things and gives new ones. The child observes its parents and comes to the conclusion that when the mother is cross it is not best to ask certain favors. It observes that after prayer there is solemnity. Thus it reaches moral and religious conclusions.

In the school the child is the same being he was at home; now it is supposed that the teacher will exercise him with skill in the inductions appropriate for his age.

## Correlation in the Daily Work.

By HELEN E. CLEMONS.

The question of correlation of the studies in the daily program is puzzling many teachers, particularly in the higher grades, for it is often difficult to discover a means of grouping the seemingly disconnected subjects around a common center, and at the same time accomplish the exact line of work demanded by the curriculum.

In the North Adams schools the idea of correlation is prominent in the making of all daily programs. In the ninth grade some work has just been done along this line and a brief sketch of the plan as worked out is given.

Our history discussions were upon the colonial period and the geography lessons upon N. America, and especially the United States, were easily related to this. Then, as will be seen, the subject of our reading and literary work, furnished the central thought, the basis, with which, we further related history and geography, and from which we derived all written papers, descriptive, narrative, or character sketches.

Unconsciously perhaps during the term, each day's geography lesson, and each topic for discussion in history gave color and character to the background of what became a picture, a completed whole representative of things colonial. Then as further historical study furnished characters to place in the foreground of our mental picture and the characteristics of these prominent figures became well known through a study of poetry and prose relating to the period, we were better able to understand the thoughts, feelings, and ambitions of our Puritan ancestors.

For instance, the class studied as one poetic version of life during the early colonial time, Longfellow's *Courtship of Miles Standish*, and from the results of this study the program given below was gained.

It was found that this study of real life did much to strengthen the pupils' knowledge, thus completing that gained from discussion of geographical situation and historical fact, and also their eyes were opened to the beauty and poetry to be found in what is often called cold New England.

After we had studied for some time we began to realize the vast amount of material the poet must have collected, compared with the results of our superficial study, before he was ready to put his production before the public; and the background he painted for his characters, was found to harmonize perfectly with the main details. Then we referred more carefully to the pages of history which furnished his inspiration and this investigation from the historical standpoint resulted in essays entitled, "The Pilgrims."

Having this historical basis in mind we drew still nearer the scenes of the poem and pictured Plymouth, the land of pilgrims. From the written descriptions of colonial Plymouth it was apparent, that the historic place had been made to seem real, through the study of Longfellow's description of it.

Being familiar with the place described and with its history, the next subject for our attention was the life of the community and this was revealed as the train of events was followed. Before we were ready for the study of the characters themselves, some attention was given to the plot of the story, in order that it might not be necessary to include in the several character sketches to be given later, accounts of the action of the poem. Hence several papers entitled, "The Plot," were prepared, in which the story was simply told.

After preparing for the character sketches we found that in the delineation of this element of poem, the poet allowed his powers of description full play, and as a result the characters of the story stood before us as real living people. Miles Standish became an old friend, as did "his friend and household companion," John Alden; and Priscilla, the type of Puritan maidens, was perhaps one of our most intimate acquaintances at that time. At least one might easily judge such to be the fact, upon reading the character sketches that were written.

As we grew more and more familiar with this poem and more fully appreciated its beauty, the question naturally arose as to how this effect was produced.

All through our study we had noticed striking passages, so that now we were ready to collect points for a paper on the poem as a literary production, we need not do it at the expense of destroying the impression gained of the poem as a whole. An essay criticising a production of Longfellow's, or indeed, of any poet, being beyond the class, we included in this paper only the several ways in which the poem especially appealed to us. We noticed fine descriptions, evidences of imaginative power, the use of telling words and phrases,—all of which we had discovered during early discussions. Each pupil contributed some discovery of his own and the paper read was the result of this class exercise rather than of an individual.

Of course the poem furnished material for the best of reading lessons. In order to show in the program given as a close of this part of the work how we had succeeded in rendering the thoughts of the poet, three scenes were enacted, the parts of the poem descriptive and introductory of each scene being given as



recitations. In our reading we had tried to transport ourselves back to old colony days and to bring up a vivid mental picture of all that which the words of the poet described. We so far succeeded that the struggle for "expression and emphasis," those mountains of the reading lesson, became comparative mole-hills. So Miles Standish, pacing the floor with his trusty sword of Damascus tightly grasped, as he talked to John Alden, and Priscilla in quaint Puritan dress seated at her spinning-wheel, seemed, when they appeared in the scenes, but an "appearance in the flesh" of what had so long been a reality in the mind.

Thus it was that the program presented was a natural outcome of our every day work, in history, geography, and literature, a summary showing the line of thought followed:

## PROGRAM.

## "The Courtship of Miles Standish."

- I. Essay.—The Pilgrims.
- II. Essay.—Plymouth the Land of the Pilgrims.
- III. Essay.—The Plot.
- IV. Character sketches: (a) Miles Standish. (b) John Alden. (c) Priscilla.
- V. Essay.—The Poem as a Literary Production.
- VI. Scenes.
- Characters: Miles Standish. John Alden. Priscilla. Messenger.
- Scene I.—The Captain's Message.
- Introduction.—Recitation from poem.
- Scene II.—The Message Delivered.
- Introduction.—Recitation.
- Scene III.—By the Spinning Wheel.
- Introduction.—Recitation.

North Adams, Mass.

## Nature Study.

## CREATE AN APPETITE FOR NATURE STUDY.

John Burroughs in his recently published collection of essays called "Riverby," gives some valuable suggestions as to instruction in the natural sciences. He says:

"To teach young people or old people how to observe nature is a good deal like trying to teach them how to eat their dinner. The first thing necessary in the latter case is a good appetite; this given, the rest follows very easily. And in observing nature, unless you have the appetite, the love, the spontaneous desire, you will get little satisfaction. It is the heart that sees more than the mind. To love nature is the first step in observing her. If a boy had to learn fishing as a task, what slow progress he would make, but, as his heart is in it, how soon he becomes an adept."



To him who in the love of nature holds  
Communion with her visible forms, she speaks  
A various language.

—Bryant.

The *Courant*, of Hartford, Conn., referring to this passage in an able editorial note says:

"Mr. Burroughs never wrote a more suggestive and deep sentence than when he said the heart sees more than the mind; the instructor who can quicken the pulses of his pupils and make them wider-eyed in class, is worth a hundredfold more than one whose specialty is getting scholars so filled up with facts that they can pass a certain examination. It isn't what we have forgotten, but what we know, not what has gone through us, but what is in us, that makes us of some account. *The knowledge acquired for an examination does not stay beyond the week; the knowledge acquired by an impulse of genuine interest lasts as long as we do.* The great justification of the elective system is the fact that it is based upon study with appetite presupposed; its danger lies in the other fact that all appetite is not normal and that in youth it is immature.

"Milk for babes, meat for men, and not too much sweet stuff for anybody; with those restrictions, the wisest philosophy of education can do no better than follow this simple law."

Here is a profitable sermon for teachers who aim to accomplish the greatest good in school. The point that teachers should aim to awaken and develop in their pupils a genuine interest in the studies is particularly valuable. In that is given the highest aim of all instruction. It is better to leave out nature study altogether than to make it an excuse for cramming in a new department. And the same may be said of all other studies. Aim to create a love for all studies and everything else will take care of itself.

## REPORT ON NATURE STUDY.

Supt. S. H. Sheakley, of Waverly, presented a report at the Iowa educational council meeting on this subject. It was in substance as follows:

a. The term "Nature Studies" includes all the activities and processes by which the child becomes acquainted with the outer world. It is elementary science, to be sure, but it is more from the fact that it gives the child a knowledge of the phenomena of nature upon which science is founded. The definition given by Prof. Martin, of Lynn, Mass., in his review of Jackman's "Nature Study," is worthy of repetition in this connection: "Nature Study is the acquisition of knowledge through the senses by observation and experiment, the study of causes and effects, ranging over the whole field of nature, but without formality in arrangement or succession of subjects or lessons."

b. Your committee believes that nature study should have a place in the curriculum below the high school, because:

1. It aids the management of the school by keeping the pupils busy and interested.
2. It develops a love of nature which in turn contributes to man's elevation through his æsthetic and religious feelings.
3. It cultivates the habit of getting knowledge directly.
4. It trains to habits of observation and accuracy—"a consummation devoutly to be wished."
5. It furnishes fresh and interesting material for composition work and thus leads to clear expression.
6. It promotes punctuality and regular attendance by making the school more attractive.
7. By deferring all nature study until the high school is reached, we exclude a larger proportion of pupils from the opportunity of obtaining a knowledge of the simplest laws and phenomena of the outside world.
8. It increases the happiness of living by giving an attractive and accessible field for the exercise of both brain and hand.
9. It enhances interest and attention in all other school work.
10. It is most practical; of necessity training eye, ear, and hand.
11. No valid objection can be urged against this work if it is properly conducted. Of course the incompetent and poorly prepared teacher will not find this work any more acceptable than he does the teaching of geography.

c. Your committee would recommend the suggestions to teachers given below as highly useful in an intelligent teaching of this subject.

1. Use one recitation period per week for this work.
2. Take up only so many of the topics laid down for the year as can be discussed without overburdening the pupil. Three topics well taught are better than twenty skimmed over.
3. Never take up a topic that you are unable to explain and to illustrate so clearly as to make the pupil understand it; avoid all terms and all phases of the subject that are merely technical or that will tend to confuse.
4. In general, relieve the work of the lesson by as much variety as possible. Commissioner Harris recommends the following as a general method of instruction: First, read and explain something adapted to the capacity of your pupils; second, draw out in a conversational manner the experience or information which your pupils have brought to illustrate the lesson, requiring the pupils to notice and name the properties, qualities, parts, and attributes; third, never omit to show by a blackboard synopsis what has been discussed.

5. Induce your pupils to bring illustrative specimens which they themselves have gathered or which they may have at home. In pleasant weather a school excursion or picnic may be turned to a profitable account.

6. Require short weekly compositions of pupils above fourth grade, in which they express in their own language their ideas on the subjects treated in the oral lessons.

7. Refer to natural science as opportunity occurs in your every day teaching. Geography especially affords many opportunities for this work.

8. Pupils should be taught to make illustrative drawings of this work whenever possible.

## DRAWING IN SCIENCE STUDIES.

The most important subject discussed at the recent annual meeting of the Industrial Art Teachers' Association, at Boston, was "Drawing in Science Studies." Supt. S. T. Dutton, of Brookline, discussed the subject from the superintendent's standpoint, Dr. A. C. Boyden, of the Bridgewater, Conn., normal school, from that of the supervisor of science studies, and Miss Georgia Fraser, of Springfield, from that of the supervisor of drawing.

Supt. Dutton said in part: "What are the aims of nature study? In the first place we hope to train pupils to see accur-

ately and fully what we put before them. In the next place, we seek to impart a knowledge of the facts and forces of nature. A child thus learns something of his environment, and becomes conscious in a measure of the law and order that reign in the natural world. Through the creation the child learns something of the Creator. In the third place, the child is afforded an opportunity of seeing and learning to love what is beautiful about him. Observation of this kind appeals to the finer feelings of the child and aids him in seeing what Ruskin calls 'the inexhaustible loveliness of nature.' A child will draw an object more accurately than he will describe it in words, and he will express in drawing what he could not express otherwise."



Dr. Boyden emphasized particularly the necessity of close observation of nature. "When, through such close study of nature," he said, "you have once observed the truth, accept it. Then your life will be filled with the truth that is in nature, and your work in art and in teaching will be a reflex of your life. One of the chief attractions of nature is its infinite variety, the entire absence of uniformity. No one leaf is like another. Each one has something different to tell the child who observes it. And the more it is observed the more it has to tell. I would have the child examine and study a leaf or a flower until that leaf or flower tells the child something, yields up to him the secret of its life, the wonder of its growth and its construction, or the beauty that is enshrined within it."

Miss Fraser suggested that drawing should be so taught as to help the teacher of science in his work. But while she believed in technical drawing, drawing that would elucidate the meaning of what had been studied in scientific or other courses, she also believed in illustrated drawing as well, drawing that brought the finer meaning in the object itself. She held that color could be made one of the practical things for a child to learn about; that a child's interest in natural objects could perhaps be roused and stimulated more quickly by color work than in any other way.

### Peconic's Teachers.

There is joy in Peconic this year over the possession of a school-teacher of normal habit. Everybody knows that the teacher is an important personage in the country. After experience with a teacher who cooked flapjacks in school and one who sat boys on the stove to fire them with proper ambition, Peconic has welcomed with open arms a pedagogue who does no worse than tell the pupils that, no matter what has been taught them to the contrary, they are to pronounce "yacht" "yatsht," sounding all the letters as their elders used to do in joke. The news has spread, too, that the teacher, who has for an assistant the young woman distinguished as the prettiest girl in the village, deals with that fact by merely saying that it is no longer an annoyance to be obliged to work after hours with rebellious pupils, and this is considered a distinct advance upon a teacher such as Peconic has had, who persisted in placing his arm around his assistant in the presence of the detained pupils until the assistant resigned. The pupils say this last teacher referred to kissed his assistant—in as dignified and professional a way as was possible to him—but she says he didn't, and surely she ought to know.

It was with some expectations of improvement that, after an experience with a hearty old man who fell asleep in the classroom, cooked his meals in an adjoining storeroom, and ran from a class to rescue edibles from burning, Peconic decided to employ as teacher a young man eager to stamp himself upon the life of the place. But the antics of the youthful incumbent soon

distressed all the village and its neighbors. In rebuking the pupils he jumped up and down and grew red in the face. He yanked a lame boy over a desk, and the boy he sat upon the stove was burned in a way which interfered with his eating at the family table and unfortunately there are no sideboards here. The teacher's anger led him to break ferules over his desk as his blood boiled until the veins in his forehead were swollen like Dr. Johnson's at meal time. And he would end his fits when the children were utterly obstinate by bursting into angry tears. That such antics should confirm natural youthful contumaciousness was inevitable. A climax was reached in one case when the teacher told a boy he would put him out in five minutes if the boy did not mind. The culprit, with eyes fixed on the clock, awaited the slow movement of time, and in due season remarked loud enough for all the school to hear, "Time's up; come on." The reply was, "Alonzo, I'll tell your father," and Alonzo did not go out.

Affairs at the school became so interesting that the close of the sessions was looked forward to with eagerness and not without anxiety by the community. The coming of the children was anticipated, and housewives came to the doors to hear the latest news, which the pupils dispensed in short breaths as they hastened on from farmhouse to farmhouse. A small boy was cuffed and had his shirt torn because he was accused of whispering and denied it. The assistant teacher corroborated the prattle of the youngsters. Besides dancing in rage before the pupils, the teacher, during a three-hours' talk with the parents of one of them, danced from chair to chair about the parlor and tied and untied his neckerchief ceaselessly while he labored in argument to convince them of the guilt of a boy.

But the most serious outbreak on the teacher's part, that which led to his arrest, was in relation to a boy toward whom he appeared to feel an especial dislike, Theron Worth. The boy, on a charge of whispering, which he denied, was told to write 790 words. He refused to do it. He had been the object of the teacher's wrath on previous occasions, and had been so cuffed that his father warned the teacher not to do any more cuffing. Upon the lad's refusal to write the 790 words, the teacher wrote a note to the trustees and told the boy to deliver it. He refused to do so, and the teacher grabbed him to put him out, and was shaking him violently when the operation was stopped by the boy's brother. Mr. Worth placed the matter in the hands of a Southold Justice of the Peace, and this action brought the trustees to the school. Active interference on the part of the trustees having once been secured complaint followed complaint, until the trustees were obliged to visit the school several times a day.

The board of trustees was composed of a Presbyterian, a Universalist, and an agnostic. Presbyterianism is the good old faith of eastern Long Island, and the Universalists who flourish mainly in Peconic are looked at somewhat askance as not among the elect and foreordained. It so happened that the Universalist trustee was in practice as in belief of those who say, "Blessed are the peacemakers." So he was for peace. And in the rigid principles which prevail in religious life hereabouts, the Presbyterian trustee felt it his duty not to be outdone in the practice of Biblical precept by a Universalist, so he was for peace. The third trustee, who likes to see things done quickly on a mundane basis swore at all in the aggregate who were concerned in the trouble.

A few days later another Worth boy stood in the entry of the school-house as the teacher appeared, and was by him promptly thrown out. The boy then went and stood by the stove to get warm, and was again seized by the teacher and thrown violently about, whereupon all the boys in the room seized the articles at hand and hurled them at the teacher, forcing him to give up the Worth boy. Then they all left the school in a body, and ran down the lane crying, "He is crazy."

The Worth boy went home crying. A doctor was summoned, and he found that one of the boy's ankles was strained and one of his ribs was cracked. This the physician subsequently swore to. In the afternoon of the eventful day the sheriff came and took the teacher to Southold. The teacher's father and some others hastily hitched up and followed them. The case was put down for trial, but was never heard. The Justice of the Peace avoided the issue by proclaiming himself incompetent in the premises, he being an eighth cousin of the defendant. Everybody is at least eighth cousin to everybody else in these parts.

The children were delighted at the arrest and marched the streets singing gleefully to the air of "The Bowery."

Our teacher, our teacher,  
He rings the bell  
And he shouts like h—,  
Our teacher, our teacher,  
He'll never teach school any more.

Farmers have plenty of idle time in the winter, and the school happenings of that winter kept everything in a turmoil. Everybody was talking of them; and as talk has got to be made in these quiet parts the folks got on the algebraic principle that a plus is as good as a minus, and when events are not active they talk of what isn't. So now enjoying the quietude of the school under the new teacher, they are rejoicing at it and at the contrast with the other teachers, and are willing he should say "yatsht" which he does.—From *The Sun* of January 13.



## Editorial Notes.

The movement begun in *THE JOURNAL* to bring the school board before the public eye is bearing fruit. Letters come from all points asking that the good work go on. One principal voices the general feeling in this way: "We are the victims of politics; I don't care very much who make up the board if it is not run as a political affair." The teachers in most towns are uncertain whether they are to be retained, simply because they know the new officials feel that they have the power to turn them out and hanker to exercise their power. What stories could be told of the cracking of the whip by such men.

The late Eugene Kelly, a remarkable financier, as noble a gentleman as ever lived, was a member of the N. Y. board of education and a subscriber to *THE JOURNAL*. It was pleasant to hear a man of millions say, "It is a good paper; I read it with profit; I hope all the teachers read it." "Ex-Mayor Gilroy, just leaving the office he has conducted with great ability, found time at the meeting of Catholic educators to say, "*THE JOURNAL* is a splendid paper." These are mentioned here because many a teacher thinks the great educational officials find no time to read the paper he reads. Show us a truly great man and he will be interested to read about education.

The school board has now to defend itself. Why should it exist? What has it left undone? Who could do it better? How can a set of men be placed in power to do rightly what it is expected the school board will do?

These are a few of the questions that will be asked. It will be hard to get testimony to convict the average school board not only of incompetence, but of something a good deal worse, for the witnesses would be teachers who would lose their places, but the evidence exists." Why was—appointed as a teacher? No matter where? The average school board if it answers truthfully will give a "political" reason.

Are there "deals" in school boards? "The weak point in America is that everything is done by politicians—the public spirited man is not seen." These words by an eminent English writer, who has paid us a visit, are only too true. Men go on school boards as Republicans or Democrats; their effort is to aid their party in all they do. The repairs, the appointments of janitors and teachers, are looked at from this standpoint. Not that the teacher must be a Democrat if the board is Democratic, but the Democrats when in, appoint a man as teacher who is recommended by a Democrat. This is the "spoils of office" for the school board. No one can uphold such a practice. It probably deteriorates the results 50 per cent. How shall this practice be eradicated?

A city superintendent of schools was asked how he came to be chosen by the aldermen year after year; he honestly replied, "I made myself solid with them"—meaning said board of aldermen. He explained the meaning of this term in his case by saying, "When they wanted appointments I made them"—that is, he appointed as teachers the persons these aldermen requested.

This is a real crime against the children! Poor,

helpless, unoffending creatures, who shall rescue them? Who will look into this matter and cleanse this Augean stable? The people vote their money lavishly for schools. Then the politician steps in and says, "I must pick out the recipients of this money. I will direct this stream of money so that it will benefit my clients." And he does it, and the people cry out, "Great is the American school as run by the politician."

### Leading Events of the Week.

William Randel Cremer, a member of the British parliament, has come to this country to present a memorial to President Cleveland in favor of international arbitration. During the eleven years he has been in parliament he has devoted a great deal of time to the subject. The memorial is signed by 234 members of parliament.

President Cleveland has decided to call an extra session of the incoming Congress if no legislation for the relief of the treasury is passed before March 4. He asserts that the administration must not allow the public credit to become imperiled, even if Congress refuses to pass an act to meet the emergency.

It is reported that everything has been burned in the route of the Japanese army in Manchuria. The movements of both the Chinese and the Japanese troops are hindered by the exhaustion of supplies. The central government is bewildered and helpless, and the Manchu princes have taken the defence in their own hand to prevent the intrigues of Chinese officials. A force of marines and sailors has been called to Peking to protect the foreign residents there. The independence of Corea has been declared. Two contradictory reports are sent out about the king—one that he is dead, and the other that he has only had a fit.

The king of Siam, who has been ill, is reported better.—The various South American commercial firms of which William R. Grace is the head consolidated into one corporation.—A brush and broom trust incorporated at Albany, with \$800,000 paid capital.—Mysterious movements of British warships near the Mosquito coast.—Many cases of grip in New York City.—A strike of the trolley car men in Brooklyn.—A big train loaded with contributions for the famine-stricken people of Nebraska.—Minister of Foreign Affairs Hatch, of Hawaii, on his way to Washington to present the subject of annexation.—An earthquake at Patras, Greece.—The Lexow report to the legislature recommends a bi-partisan commission for New York city and a further investigation into the city departments.—The government of Newfoundland in correspondence with that of the Dominion respecting terms of admission into the Canadian confederation.—A mysterious fleet seen off the coast of Florida said to be a filibustering expedition to Cuba.—The French cabinet headed by M. Dupuy resigns because the chamber of deputies votes to appoint a commission of inquiry. President Casimir-Perier also resigns.

### A Correction.

Some time ago *THE JOURNAL* published a note concerning the disappearance of Mrs. Ida R. Notson, a former teacher of Omaha. Mrs. Notson was supposed to have committed suicide because the newly elected state superintendent refused to appoint her his deputy, after she had canvassed the state for him. *THE JOURNAL* obtained the news from a correspondent, and since all the metropolitan newspapers reported the same, printed it supposing it to be correct. A trusty correspondent in Nebraska reports an entirely different state of things. He writes regarding this note [*JOURNAL* of Dec 22]:

"About the only elements of truth in the note are the refusal of Mr. Corbett to appoint Mrs. Notson deputy state superintendent and the disappearance of Mrs. Notson. It is not at all certain that there is any connection between these two facts. As to the other matters: 1st. It is quite generally believed that Mrs. Notson has not destroyed herself, but is in hiding in the western part of the state. 2d. Mr. Corbett has a moral and legal right to make such appointments as he shall see fit in the state department of education. 3d. It has not yet been shown that Mrs. Notson was authorized by Mr. Corbett to make the canvass in his behalf. 4th. Public opinion is not running against Mr. Corbett. On the contrary, there is a general feeling of sympathy for him. There has been no demand on the part of the educational interests of the state that he decline to accept the office to which he has been elected."





John W. Cook.

By RICHARD EDWARDS.

John W. Cook was born in the state of New York, April 20, 1844, and is the son of Col. H. D. Cook. In 1851 Mr. Cook went west with his parents, and settled in McLean county, Illinois. He entered the state normal university in 1862, and graduated in 1865. He then began teaching school at Brimfield, Peoria county, Illinois. Here he remained but one year, and returned to Normal, and became principal in the model school department. In 1867 he was married to Lydia Spofford, sister of Mrs. Gen. Hovey. In 1868 he became a member of the normal faculty, and taught history and geography. In 1869 he changed to reading and elocution. In 1876 he was appointed professor of mathematics. In 1890 he succeeded Dr. E. C. Hewett, as president of the normal university.

President Cook has attained marked success in all his educational undertakings. He was a thorough and successful student in the early days of the normal university. He was a useful and efficient instructor in the graded school at Brimfield, and in the model school at Normal. In his subsequent work he has maintained a high standard of competency. In every situation that he has filled the universal conviction has been that he was precisely the man for the place.

From the above sketch it will be seen that his formal academic training was limited. All his higher school work as a student was done in the normal university. But his habit of vigorously grappling with every problem which he encountered and of thoroughly mastering the principles involved in it, has been to him an efficient substitute for the work which he might have done at universities. His investigations have never stopped with the special needs of the situation in which he happened to be. But whenever a question has come up he has probed it as faithfully and as profoundly as his time and opportunities would permit. This habit has been of invaluable benefit to him and to those who have been under his instruction.

In recent years he has turned his attention with great earnestness to questions involved in pedagogy. Many years ago Dr. Karl Rosenkranz's *Pedagogics as a System* was introduced as a text-book into the normal university. This was the beginning of attempts in that institution to grapple with the products of German thought in respect to education. It is safe to say that from that time to this the contributions to the science of pedagogy made by the Germans have been more or less carefully considered. In later years this influence has been strengthened.

Without being a slavish imitator President Cook has availed himself quite fully of the benefits to be derived from this source. Several of the members of the faculty, appointed since the beginning of his presidency, hold degrees from German universities.

President Cook has not been a direct applicant for literary degrees and titles. His busy life has been too full of what is called practical work to make it possible for him to perform the specific tasks required for such degrees. But the value of his work has been so palpable, and so universally recognized, that colleges have been glad to confer them upon him. Thus, in 1883, Knox college, then presided over by the eminent Dr. Bateman, gave him the honorary degree of A. M., and in 1892 he received the degree of LL. D. from Blackburn university.

Since Dr. Cook's accession to the presidency of the Normal university that institution has been materially enlarged in its facilities and improved in its methods. One of the new features is an extensive library. This is under the care of a skilled librarian and is catalogued and adjusted according to the most approved of recent methods. From it, by the help of the librarian, the

students derive great benefit, not only in their school work, but also in their general educational development.

A new and very commodious building has also been erected for the model school or the training department. This was very greatly needed, and it has added not a little to the efficiency of the institution.

The faculty is a very strong one. Its members, for the most part are graduates of high standing from the most renowned universities in the United States and in Germany. The school is doing very efficient and acceptable work. It is thoroughly established in the confidence of the people of Illinois.

As a natural consequence the numbers in attendance have been from year to year increasing. This year the number of students exceeds that of any previous year.

From what has been said some of the sources of President Cook's power may be inferred. His thorough methods, indomitable industry and earnestness, would alone secure for him great influence among educational men and women, as well as with the public at large. But he has other qualities which greatly add to his influence. He has a clear, practical knowledge of men and understands how to deal with them, whether in the halls of legislation, in educational meetings, or within the walls of the institution over which he presides. He also has a fine power of self control. Every mental and moral energy within him is put to its proper use. There is no waste of power from the lack of right guidance. He is as yet a young man, comparatively speaking, and the friends of education are hoping for a long continuance of his educational leadership.

Mr. Robert A. Simpson has resigned from the Jersey City board of education. It is said that Mr. John A. Walker has been appointed in his place.

The School Law department this month discusses the question of advisability of employing Roman Catholic sisters as teachers in the public schools. The decision, as well as the dissenting opinions, are not only interesting, but intensely important. There have been many inquiries and demands for this decision. In making up the epitome it has been freely quoted. Superintendents and school boards will particularly appreciate the full treatment of the question.

Have the teachers told the pupils about the fur seals. It will be remembered that we sent lawyers to Paris and a treaty was made. Now it appears that the seals are being exterminated by those who are allowed to kill seals in the seas. The Paris rules are: No hunting of seals from August till May outside of a 60-mile radius around the Pribylov islands. In 1892 the sea hunters got 24,585 skins; in '93, 36,113; in '94, 47,463. The seals that gather on Pribylov islands are mainly mother seals; they swim off beyond the 60-mile limit and are killed; all, it is probable, that are killed belong to the Pribylov herd. Before the sea-hunting was undertaken the United States used to kill 100,000 males on the Pribylov islands; last year only 16,000 fit to kill were found. The result will be that the great sea herd of seals will be exterminated, like the buffalo.

It is always pleasant to find an influential newspaper whose editorial notes on educational matters reveal a higher conception of the fundamental problem than the antiquated "three R's" idea. The *Hartford Courant* which is quoted also in another column is one of them. It wrote in a recent issue:

"The whole problem of education is to awaken interest along lines leading to a rounded, useful, and enjoyable culture. The boy who wrestles over his Greek verbs makes a hateful head-matter of it, a violent, detached, wearisome intellectual effort, because he doesn't for a moment grasp the idea that this work is a necessary means to a pleasant end—the ability to read two of the most spirited and splendid buccaneer tales in existence, *i. e.*, the epics of Homer. And the canny teacher will by all possible devices instill into the pupils' minds the connection between dry grammar and stirring poetry and story, thus giving meaning and excuse to the drudgery otherwise not to be borne. Hence the modern notion of teaching inclines more and more to give as little as possible of linguistics separated from the literature itself."

The opening words have the right ring. The aim of the modern school is cultivation of a healthy, harmonious, many-sided interest. The "hammer! hammer! hammer!" road will soon be deserted.

The *Ithaca Journal* says: "Educators throughout the state are unreservedly seconding and urging the name of Mr. Charles R. Skinner for appointment as state superintendent of instruction to succeed Mr. Crooker. Mr. Skinner was for six years deputy and co-worker with that ideal superintendent, Judge Draper, who is now president of the Illinois college. Mr. Skinner has supervised teachers' institutes for the last three years, and has, therefore, nine years' familiarity with the school work of the state. He is an able, pure, genial man who ardently loves educational work and knows how to inspire poorly paid teachers. His selection would give intense and unanimous satisfaction to the school circles of the state."

### Pedagogical Museum.

The New York University School of Pedagogy has decided to organize a pedagogical museum. Its distinct purpose will be to make a comparative presentation of only thoroughly good and scientifically approved modern school-room material for the use of teachers and learners. A beginning has already been made in the gathering in of desks, chairs, blackboards, maps, charts, globes, models, instruments, text-books. Great care is taken in the selection to get the best appliances for school-room work that the market affords. The committee of the faculty in charge of this work is composed of Professors Edgar Dubs Shimer and Charles B. Bliss.

The university authorities have made such arrangements of space in the new building, now erecting, as will allow of proper exhibition of the accumulating material.

The marked success achieved by the School of Pedagogy in attracting as students, teachers, and superintendents of wide experience and of acknowledged power, warrants the belief that its pedagogical museum will prove to be not a mere collection, but a selection, so ordered, as to become a valuable aid in furthering the professional preparation of the earnest men and women who have entered upon university training in order to fit themselves more fully to become leaders and guides of educational thought.

### Southern Educational Association.

Mr. G. B. Morrison, of the high school of Kansas City, Mo., on his return from the Southern Educational Association meeting, recently held at Galveston, Texas, gave to the *Journal* of his home city, a bright account of the teachers he met, the program of the sessions, the speakers, and the schools of the South in general. He said in part:

"So far as could be observed there was little in the meeting to distinguish it as different from a Northern meeting of a similar kind. As is usual at such gatherings, there was present nearly every type of pedagogue. Some were known by their works, some by their official positions, some by their good looks, and others by their smiles. There was present the quiet scholar whose presence would hardly be suspected till it came his time to perform a duty or to respond to a direct question. Among these was Professor W. B. Smith, the mathematician, who recently resigned his chair at the Missouri State university to accept a similar position at Tulane university, New Orleans. Professor Ayres, also of Tulane, and a physicist of some note, was also present. Many more of this class were present, but not being on the program, they did not speak. There was also the omnipresent small man with a big ax looking out for any convenient grindstone. And although the prodigious size of the ax was sometimes out of all proportion to the bearer, the burden was usually borne with smiling fortitude. This contingent, if not useful, will at least make known his presence. The nature of his mission demands it, and he is never known 'to miss a meeting.' Like the Gulf mosquito, he can always be counted in."

"Then there was the mediocre, plodding teacher, looking for a hero—some educational star to pin his faith to. Many were there for social purposes only—to get acquainted and to receive such inspiration as large gatherings can afford; and herein it seems to me lies the chief advantage to be derived from these meetings. An epoch in one's life and a turning point of thought, motive, and ambition is often created by the meeting of a truly great and sincere man; and there is always sure to be a few such men at these gatherings."

"In the North, the school of modern times, representing the growth of current thought, stands side by side with the school of long ago, where the blue-back spelling-book spirit holds undisputed sway. It is so in the South. Where a teacher finds lodgment there will be a school. If he be a strong character, with pleasant social qualities, but of extreme conservative tendencies, education will suffer stagnation. But if nature has placed the stamp of progress on his brow, and has also endowed him with moral and social qualities equal to the other, then a modern school will come into existence."

"Sectional lines have little to do with the foundation and growth of schools. The North has its kindergartens, its polytechnic schools, its manual training schools, its schools of art and design, and its other useful, although more conventional schools; so has the South. The Missouri university has an excellent manual training department well under way; so has Tulane university, situated in the extreme South. Missouri has some of the poorest schools on earth; so has Louisiana."

"The city of Galveston has two lasting monuments to the memory of educational philanthropists—the Ball high school building, the place where the late meeting was held, was built by George Ball, an enterprising citizen of that city. Much of Mr. Ball's generous gift, however, was expended by the architect in an attempt at ornamentation, resulting in a consequent sacrifice of utility. This is a common error, and is not a special characteristic of the South. Such mistakes are quite as common in the North. The hot air furnace man came to the Ball high school, defaced its walls, and went on his way. Hot water pipes have since replaced his 'system,' and the 'hole in the wall' only remains to attest the 'business' ability of the man who hoodwinked an innocent people. But even this does not characterize the South. Such things are quite common in the North, in the East, and in the West. Another of Galveston's monuments is the 'Rosenberg Free School'—a magnificent structure, and devoted to the uses of common school grade instruction."

"The program of the association contained some very interesting addresses. Chief among these was the one by United States Commissioner William T. Harris. His subject was 'An Ideal Course of Study.' Mr. Harris is distinctively known by his works. There is nothing of the wily politician about him. His mind is lofty, keen, and highly philosophic. He is claimed both by the progressive and by the conservative elements. Like Emerson, he is admired by all classes—by some because they understand him, by others because they do not. He is of that type of manhood to which President Eliot, of Harvard, and Dr. Woodward, of Washington university, belong, and yet he differs from them in many particulars. He does not recognize the necessity of the manual element in education to the same extent as do these other men, and yet he is a firm advocate of the kindergarten, and helped to start it in St. Louis many years ago. While I

do not wholly agree with Dr. Harris as to the proper time and manner of introducing science into the schools, yet I have been greatly inspired by the ability and evident sincerity of this great man. Dr. Harris is entirely above being used to subserve the selfishness or ambition of anyone, great or small. He is always on the lookout for the best in all phases of educational work, and rewards merit whenever and wherever he finds it. He is entirely above and beyond any fear of nursing into life a professional rival. He is somewhat austere in his demeanor, but his candor more than compensates therefor. His address was much appreciated by the teachers who heard him."

Referring to his own paper on "The Sanitary Construction of School Buildings," Mr. Morrison said:

"I felt not a little apprehension in addressing the teachers on a somewhat technical subject, but their intelligent appreciation and their cordial greeting was an inspiration. I found others deeply interested in the problem of school-house sanitation, and received valuable assistance from Dr. Harris, Professor Ayres, Professors Rose, Smith, and others."

He concluded his interesting review with the words, "If there remain traces of the Mason and Dixon line, it is certainly political, and not educational."

The *Chicago Tribune* has this to say regarding the efforts that are made to pass a bill providing for the pensioning of teachers after twenty years service in the city's public schools:

"According to the summary of the bill, prepared some time ago, no person could be put on the pension list without a vote of the board of education. It appears now that any teacher may retire of her own accord on half-pay after she has taught the required number of years, or may be put upon the pension list by the board of education if her work is no longer satisfactory. Should such a bill pass, there will be a number of teachers eligible for immediate retracy who may want to avail themselves of the opportunity to stop work and live on their half-pay, or whom the board may want to put on the shelf. But where is the money with which to pay their pensions? Within the next five years there will be a large number of teachers who will be entitled to half-pay, but the per cent. on salaries will not have created a fund anything like large enough to meet the demands of the pensioners. Those who have this matter in charge seem to have paid no attention whatever to the money question. Is it their intention to call on the taxpayers to make good any deficiency? There has been printed as yet no statement of the extent of the demands which may be made on the pension fund within the next two or three years and of the sum likely to be available to meet them with: Why is not that information given for the guidance of the legislature?"

Prof. Henry E. Alford, late of Baltimore and recently elected president of the Oklahoma agricultural college, has tendered his resignation to the governor because of corruption and mismanagement among the board of regents. He charges that \$50,000 have been squandered and misappropriated in three years, political favorites put in office with no duties whatever and paid from \$100 to 200 per month. The board of regents alone (six in number) drew \$9,000 for mileage and personal expenses in two years, and thousands of dollars have been paid out for surveying instruments and minerals, with no student using any of them. The legislature will investigate and the matter also be brought before Congress, as the college has been drawing large sums from the general government.

In an able paper in the *Iowa Teacher* Supt. Kratz, of Sioux City, on the question as to what subject should be the center in school work says:

"Because history possesses high value as a character builder, because its subject matter is in itself deeply interesting, and because it easily leads into the other subjects of the school course, it is entitled to a prominent place in the curriculum, but because it in itself does not furnish sufficient material for a good backbone throughout the entire eight years of the course, and because it is not the strongest stimulator of thought, it cannot alone be given the foremost place."

"Because nature study affords excellent training for the development of some, not all of the essential elements of character, but it furnishes an abundance of material out of which to construct the backbone of the course, because its subject matter will easily arouse the most absorbing interest, because it ranks foremost as a stimulator of thought and mental activity, and because it easily lends itself to the work of co-ordination, its claims to the foremost place is strong, but because it does not rank as high as the history group in well-rounded character building, it, alone, cannot be made the center of school work."

"In the grouping of school subjects language, as reading and literature study, is classed with history; as the technical study of grammar, it is classed with the formal studies. It has, therefore, a right to share the strong points of both the history and formal groups, viz., highest value in character building, and an indispensable key to knowledge. Because of these strong considerations language must also be given a prominent place."

"With nature study, then, as the strongest stimulator of thought, with language to clothe that thought in words, and with history to round out moral character, we form our threefold subject around which school work should center."

The *Normal Forum*, of Iowa, says:

"OUR TIMES, a journal of current events, published by E. L. Kellogg & Co., 61 East Ninth street, New York, is filled with clear and brief statements of the leading events of the month. It is the best paper of the kind that we know of and should be in the hands of every teacher."

The Iowa public school teachers made a very sensible move at their last meeting by adopting the resolutions offered by Supt. C. E. Shelton, to discourage the use of the term "professor" as not suitable to public school teachers. Plain Miss, Mrs., and Mr. hereafter, if you please.



## Berlin Letter of THE JOURNAL.

(In THE JOURNAL of Dec. 22, I find notes from Paris and also from London. The editor also mentions regular correspondents in Missouri, Pennsylvania, and New York and appeals for school news from other places. I take this appeal to heart, and shall endeavor to give the readers of THE JOURNAL, from time to time, such news on German education as seems to be of interest. From my own standpoint these news items in THE JOURNAL are of great interest and value.)

The teachers of Prussia have lately met with a great disappointment in the decision of the minister of instruction, Dr. Bosse, not to present the proposition for an increase in salaries to the reichstag at this session. While the minister is a warm friend of the teachers and deeply feels the justice of their claim for better salaries, he recognizes that with increased taxes for the army, an appeal to the reichstag at this time would be futile. So the poor teachers must wait. But their claim must be met and that in the near future. It is a well-recognized fact that they are not paid as well as other civil officers of like rank in the state. While the city teachers are fairly well paid many of the country teachers are obliged to eke out a miserable existence on six hundred marks (\$150) a year with free rent. It was proposed that in no case should the salary be less than nine hundred marks a year with house. Think of living and supporting a family on even that amount!

The common schools of Berlin are free, an exception among German cities and in German practice. But the higher schools (Gymnasias, Real-Schulen, higher girls' schools, schools for the middle classes who do not care to send their children to the community schools, etc.) require tuition of about one hundred marks a year. As there is a deficit in the city treasury caused by the large amount of sewers necessary to be built, it is proposed to meet this in part by increasing the tuition in the above schools from ten to thirty per cent. This, of course, is meeting with great opposition on the part of parents.

The popularity of the common schools is shown by the following statistics for the year ending March 31, 1894: number attending the free schools, 179,621; number from 6 to 14 years of age attending other schools, 31,947; number over 14 years of age attending school, 16,615.

There is a very strong feeling for free public schools throughout Germany, and I understand that the present progressive minister is heartily in favor of the movement. It is recognized that America is in advance of Germany in this respect. Berlin has made great progress since her schools were free. The Liberal Volkspartei has the following remarkable plank in its platform:

"The education of the people demands the promotion and regulation of obligatory, gratuitous instruction of the masses; independence of the school from the church without prejudicing the religious school instruction; rearrangement of the higher educational system to correspond with the demands of the times; and inspection of schools by professional teachers. The party promises especial care for those branches of education which are intended to equip the youth to meet the economical and social questions of life."

The point touching the inspection of schools needs some explanation. All inspectors at present are school men with the exception of the local inspectors who are usually the pastors of the place. School men demand that the connection of pastors with the school shall cease and district inspectors be appointed who are professional teachers.

During the last fifteen years Berlin has expended nearly six million dollars for new school buildings, erecting some years as high as ten. As a result there never has been lack of space for all children that came, though the increase has been some years as high as five thousand. To-day there are ninety-four classrooms in Berlin unoccupied, but all ready for use. To my mind nothing could speak louder for the wisdom, foresight, and efficiency of the school board than the above fact.

The special schools for poor children whose parents are unable to pay tuition fees are discouraged by the minister of Instruction on the ground that attendance upon such a school will act in after life as a reproach or detriment to success. The abolishment of tuition fees will be found also to act as a leveler of class distinction in that it gives all children equal school advantages and puts them on the same plane.

The schools are not satisfied with present attainment, but are ever striving for better things. Schulrath Prof. Bertram, head of the department of common schools of Berlin (corresponding to our superintendent), told me that the conservatism of Germany stands in the way of rapid progress in the schools, and that while visiting America during the Chicago exposition, he was struck with the advantage that American teachers have over German teachers in that the former are allowed to try new things, make experiments and seek for the better way, while the latter are not allowed to do so. He thought that there is great hope for our schools just in this line. Baur, in the revised Schmid's Encyclo-

pædia says concerning America: "It has a great advantage in its freedom from prejudice, in its unbiased practical sense with which it attempts to solve its educational problems." A good motto for both countries however is, "Rast' ich, so rost' ich!" (If I rest, I rust.)

L. SEELEY.

Berlin, Jan. 2, 1895.

The Michigan State Grange at its recent meeting adopted some sound resolutions calling for better equipment of school-houses; providing that none but American citizens be licensed to teach school; requesting the enactment of a more stringent truancy law; favoring a law requiring county school examiners to have had not less than twenty-four months' experience as teachers; calling for laws that shall give county commissioners authority to order school out-buildings repaired; making attendance of teachers upon county institutes compulsory, abolishing the institute fee; increasing the number of months during which school shall be held from three to five; changing the time of the election of the superintendent of public instruction from November to April, and endorsing the farm and home reading course.

Supt. Greenwood is a forcible speaker. He was missed at the last N. E. A. meeting. It is hoped that he will be on the program at Denver next summer. At a recent institute of his teachers at Kansas City, Mo., he gave in a short extempore talk some helpful pointers on school-room practice. Speaking of the correction of the language of pupils he condemned the way some teachers have of stopping a pupil in the midst of a recitation or speech to criticize his language. The correcting, he said, should be done in the language lessons or at another time when the pupil will not be confused. Referring to the rule which requires all pupils to be vaccinated he gave the very sensible advice that the teachers should not send any more pupils to the family doctor or city physician for vaccination as long as there was no smallpox in the city, because the virus could not be kept in proper condition. He also urged the teachers to stick to their school work proper and be careful about running off into theatricals or semi-theatricals.

Supt. Maxwell, of Brooklyn, in his report for 1894 shows a registry of pupils of 114,162, with an average attendance of 100,528. As to the course of study, Mr. Maxwell says:

"The course of study under our system should be purely utilitarian in its aim. It should take into account the fact that the great majority of our pupils leave school at the fifth grammar grade, and a wise selection of those subjects most useful to these pupils should be made.

"The subjects embraced within it should be only such as properly come within the scope of a common school education. All fads should be eliminated and all non-essentials cut off. The much derided 'three R's' should once more be given a prominent place in the program.

"Studies should not be introduced into the curriculum of our common schools simply because they are desirable. I hold that the principle upon which such a curriculum should be based is the essential studies before the desirable ones. I regard it as a sound proposition that it is better that our pupils should learn a few subjects thoroughly than many subjects superficially." [Properly understood these are sound conclusions. However, arithmetic was once a "fad," so was grammar, so was oral spelling, and a lot of other things.—ED.]

## New York City.

Italy and Switzerland always present interesting features. Charles Sprague-Smith gives a second course of illustrated lectures at the Berkeley Lyceum Theater. Besides the lantern slides (these have been selected from collections in Europe and this country) a series of stone and bronze implements and ornaments, the work of the Swiss lake dwellers will be used as illustrations. These begin January 14, at three o'clock and continue on successive Mondays. Prof. Smith has a graphic style of composition and eloquent delivery. The six lectures costs \$5.00. Single tickets \$1.00.

Supt. Jasper, of the New York city schools, has revived the old rule excluding visitors from the public schools who have no special permit from the superintendent or some other competent authority. The reason for this restriction is not given. The *Union*, of Manchester, N. H., warns New England educators not to adopt a rule of this kind. It says:

"However people may regard such a step in New York, parents would not take kindly to it in New England. Such a restriction would tend to widen the gulf that already separates the schools of the country and the general public. Instead of driving them further apart active measures should be taken to bring them more closely together. The safety and efficiency of our public school system depend largely upon the strength and tenacity of its hold upon public interest. That withdrawn, the public schools of the country would rapidly retrograde, and soon cease to be the important factor they now are. The success of the public schools of New England has largely been due to the close relations maintained between the school and the parents of pupils. Anything that would materially alter these relations would be a public disaster."

(OTHER NOTES ON PAGE 70.)



# *The Educational Field.*

## I. SCHOOL LAW AND RECENT LEGAL DECISIONS.

## II. BOARDS OF EDUCATION AND SUPERINTENDENTS.

### What is Sectarianism in the Public Schools?

#### DOES THE WEARING OF A RELIGIOUS GARB IMPLY SECTARIAN TEACHING?

The employment of teachers in the public schools, who appear in the peculiar garb and insignia of the sisterhood of nuns, has been the subject of popular comment and radical opposition. Not until recently, however, has the propriety and legality of such employment been tested by the rules of equity and discretion. In Pittsburg, Penn., it was sought to enjoin the school board from permitting the employment as teachers, sisters of the Roman Catholic church on the ground of sectarian teaching. A temporary injunction was subsequently dissolved, and the plaintiffs complain of the merits and decree of the trial court in an appeal to the supreme court.

#### THE POINTS OF OBJECTION.

to the employment of sisters in the public schools as presented in this case are:

"The misuse of school funds and school property to an undoubted sectarian religious instruction admittedly and openly indulged in, to a destruction of the free and equal enjoyment of the public school system intended to exist without even the appearance of anything objectionable to the conscience of any, and without any compulsory maintenance or preference of any religious creed or mode of worship; the exclusive preference of sisters in such manner as to give control of the public schools, and to divert public school funds to maintenance and support of the sectarian order and church to which sisters and the school board belong; to the certificates, contracts, reports, and performances of school duties in sectarian, religious names, and characters by the sisters; that said sisters were disqualified and incapacitated by their sectarian and consecration vows and relations as to continually unfit them for employment in the public schools; to the employment of sisters and their acting as teachers while wearing the distinctive sectarian habit, crucifixes, and rosaries of their order and sect; to the use and permission of sectarian religious titles or addresses, 'viz.: 'sister,' and 'father;' and to the future employment of such sisters or nuns as teachers under illegal certificates and in their religious relations, selected and designated by the Mother Superior of the Order of St. Joseph, which receive the benefit of school funds paid to them; to the wearing of rosaries, meaning and teaching the prayers of the fifteen mysteries of the Roman Catholic church, and in other garbs and insignia objectionable to Protestant children and parents who are forced to attend school, or to do without education for conscience's sake."

#### DECISION OF THE COURT.

Of these objections only one was sustained by the trial court. The evidence showed that while no religious instruction or exercise of any kind was indulged in during school hours, that after school hours the school-rooms were used by teachers in imparting religious instruction to children of Roman Catholic parents. This illegal use of school property was enjoined because it subjected the school property for sectarian purposes after school hours, and the supreme court sustained this ruling. But in the absence of proof that religious sectarian instruction was imparted by them during school hours, or religious sectarian exercises engaged in, no legal restraint by injunction can operate against members of the Order of Sisters of St. Joseph from teaching in the public schools in the garb of their order, nor the school board from employing or permitting them to act in that capacity.

In this conclusion, however, the court doubted the wisdom of the action of the school board in selecting as teachers six members of an exclusive religious order. In this case was involved solely the exercise of discretion by the school board in the performance of an official duty, for which the board alone is responsible. Hence as this discretion does not transgress the law, it is not reviewable by any court of law or equity. When a teacher of good moral character applies for a school, and presents a certificate of qualification as to scholarship theory and practice, and aptness to teach, that is the end of judicial inquiry into the action

## III. SCHOOL EQUIPMENT.

## IV. SCHOOL BUILDINGS.

of the board in appointment, because the law makes no further inquiry up to this point.

In holding that the wearing of the garb and the insignia of their order by the nuns, while teaching in the public schools, cannot be termed "sectarian teaching" and is not unlawful, the court said in substance:

"Unquestionably, these women are strict adherents of the Roman Catholic faith, believing fully in its distinctive creed and doctrine. But this does not disqualify them. Our constitution negatives any assertion of incapacity or ineligibility to office because of religious belief. Article 1. of the bill of rights declares \* \* \* that no human authority can in any case whatever control or interfere with the rights of conscience. The law permits of no going back to a darker age, and establish a religious test as a qualification for office. In this case the board committed no unlawful act because by moral character and certified attainments, the teachers were qualified, and their religion did not disqualify. The board may have thought, because of their previous training and discipline, these nuns were specially qualified as teachers, just as Protestant school boards sometimes think graduates of particular schools or colleges make the best teachers; but there was no proof that they were appointed because of their religious belief. It appeared that the members of the board are Roman Catholics. The voters of the borough number between four and five hundred, and all but about fifty of these are of the same belief. It is frequently the case that members of school boards prefer teachers educated in their respective denominational schools. Inevitably, in a popular government by the majority, public institutions will be tinged more or less by the religious proclivities of the majority; but, in all cases where a discretion is reposed by law, a court must assume, in the absence of evidence to the contrary, that the public officer has performed his duty. Courts cannot infer, from the mere fact that a school board composed of Roman Catholics has selected a majority of Roman Catholic teachers, that therefore it has unlawfully discriminated in their favor because the selection of these teachers is not a violation of law, nor an abuse of discretion. Nor does the fact that these teachers contributed all their earnings to the church or order for religious purposes, have any bearing on the question. What one does with his money can in no way affect his right, and it would be impertinent for a court to make such inquiry.

"Conceding that the dress and crucifix impart at once knowledge to the pupils of the religious belief of the wearer; but this is not 'sectarian' teaching which the law prohibits. The religious belief of teachers is generally well known to the neighborhood and to pupils, aside from dress, for that belief is not secret, but is publicly professed. Are courts to decide that the cut of a man's coat or the color of a woman's gown is sectarian teaching, because they indicate sectarian religious belief? If so, then they can be called on to go further. We cannot assume that the fact of membership in a particular church, or consecration to a religious life, or the wearing of a clerical coat or neck-tie, will turn the schools conducted by the wearer, into sectarian institutions.

"In the 60 years of existence of our present school system, this court has been called on for the first time, to decide as matter of law, that it is sectarian teaching for a devout woman to appear in a school-room in a dress peculiar to a religious organization. We decline to do so. The law does not so say. The legislature may, by statute, enact that all teachers shall wear in the school-room a particular style of dress, and that none other shall be worn, and thereby secure uniformity of outward appearance, as observed in city police, railway trainmen, and hospital nurses. But we doubt if even this would repress knowledge of the fact of a particular religious belief. That, if the teacher had any, would still be effectively taught by unselfish devotion to duty. No mere significance or insignificance of garb could conceal it. The daily life would either exalt or make obnoxious the sectarian belief of the teacher. For these reasons the conduct of the board complained of, is purely one of discretion, and is lawful, and therefore cannot be reviewed by this court."

#### A DISSENTING OPINION.

One of the justices radically opposed the adoption of a distinctly religious dress. This opinion will be printed in next week's issue of THE JOURNAL.

## Boards of Education.

### Women in Educational Offices.

AS SUPERINTENDENTS AND BOARD OF EDUCATION MEMBERS.

The annual report of State School Commissioner Corson, of Ohio, presented to Governor McKinley on Jan. 2, contains a very interesting collection of opinions on the services of women as superintendents and school board members. Supt. Corson says that since the passage of the Clark woman suffrage law, several special elections have been held in Ohio, and in one district at least the entire school board is composed of women. Replies to a circular letter sent out by him on the subject of women as school officials, have been received from thirty states, in ten of which, Alabama, Arkansas, Delaware, Georgia, Missouri, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia, women are not permitted to vote in school elections.

The report gives condensed statements of the laws of nineteen states on the subject, with opinions of the results of school suffrage. In Illinois "school affairs, in the aggregate, have not been materially changed by it." In Kansas the state superintendent says it has made the schools better. In Kentucky the right is so little exercised the state superintendent is unable to give any definite opinion upon it.

The Louisiana state superintendent says: "We find that wherever women hold offices of trust and responsibility they are scrupulous and careful public servants. \* \* \* As members of the school boards they are always good economists, and see that each expenditure is fully warranted by the needs of the schools."

The state secretary of education in Massachusetts writes: "The general effect of the service of women on our school boards has been excellent. They do not generally avail themselves of the right to vote, however, but are a sort of reserve force."

In Minnesota there are now fifteen county superintendents and woman members of boards of education and they are said to have "shown good business qualifications and have exerted an elevating influence upon the school boards and the schools themselves."

In Nebraska the work of women is found to be as satisfactory as men. The New York superintendent does not know that woman suffrage has had "any serious effect on the school interests of this state." In Vermont the women have not availed themselves of the right to vote except in a few instances. "As a rule women have been efficient officers," says the state superintendent of Wisconsin.

The symposium closes with a lengthy opinion of Chief Justice Groesbeck, of the Wyoming supreme court. The woman's suffrage law there has been in vogue since 1869 and Judge Groesbeck declares it has tended to secure good nominations for office, to make the women more self-reliant and independent, and to render elections more quiet and orderly. It has not marred domestic harmony nor unsexed women. It has brought together at the ballot-box the enlightened common sense of American manhood and the unselfish moral sentiment of American womanhood.

#### WOMEN AS SCHOOL PRINCIPALS.

Mr. William Kennedy, of Minneapolis, did not send his opinion on women principals to Supt. Corson, but gave it in a letter to the *Times* of his city. Beginning with a eulogy on the women teachers of Minneapolis he tells many things that are not calculated to make him friends among the principals. He says in part:

"The women teachers of Minneapolis have done their work well—so well that some of the leading educators who have had occasion to visit the schools have written that in point of excellence, the results obtained are unsurpassed anywhere in the land. But the credit for it all, it should be borne in mind, is due to the rank and file of the teachers and to the energy and watchfulness of Dr. Jordan, under whose superior supervision it has been impossible for inferior teachers to find places in the schools, and not to the female principals.

"The female principals, every now and then, are moved from one school to another for reasons which could not be stated to the public without embarrassment to the principals. The plain and unvarnished truth is that they get too thick with the teachers under them. They kiss and caress and confide until each knows all the secrets of the other; then they begin to give one another away. Soon their love for each other is turned to hate. The principal becomes tyrannical, the teachers obstreperous. Something has to be done, and either the principal or the teacher is removed to another building. This has to be kept dead, of course, or the malevolent females will lose their positions and their salary. No one else cares to give publicity to their quarrels, and they, themselves, actuated by mercenary interests, hold their tongues and content themselves with a separation from each other. But the schools, though excellent in the main, are compelled to suffer in consequence.

"This is plainly apparent to the public, and the growing sentiment, now so noticeable, in favor of male principals, is but the inevitable result of an unnatural and unendurable course which has been pursued by the female principals until forbearance on the part of the public has ceased to be a virtue, and the people are everywhere complaining of the supervision in our grammar schools and longing for a better condition of things there."



Charles Bulkley Hubbell.

Mr. Charles Bulkley Hubbell, of the New York school board, is well known to the readers of *THE JOURNAL* as the originator of the Anti-Cigarette league. He comes from old New England stock, being descended on his mother's side from the first president of Harvard college. His first American ancestor on the maternal side was the Rev. Peter Bulkley, the first settled minister at Concord, Mass., and one of the most distinguished of early New England divines. Mr. Hubbell's ancestors on both sides took a creditable part in the war of the Revolution. He is also a nephew of Mark Hopkins. His father, Dr. Charles L. Hubbell, was for many years one of the best known physicians and surgeons in Troy, N. Y. Dr. Hubbell went out as surgeon of the first cavalry regiment that reached Washington in the civil war.

Mr. Hubbell was prepared for college in Troy, graduated from Williams in 1874, and from the Albany law school two years later. His public service began in Troy, at the age of twenty-three, when he was elected a member of the common council.

In 1879 he began the practice of law in New York city, and in 1890 was appointed commissioner of education, being the youngest man who ever served on the board.

Mr. Hubbell is a rapidly rising lawyer, and is making an enviable place for himself among the members of the New York bar. He is president of the alumni association of Williams college, and is known to be an able speaker on educational subjects, having delivered addresses at Boston, New York, Saratoga, and elsewhere.

The idea of the Anti-Cigarette league was suggested to him as he saw the injury done by cigarette smoking to the moral, mental, and physical nature of youth. He realized that it is the place of school officers and teachers to arrest the growth of the vice. The laws of the state had proved a dead letter, and he concluded that the only way to bring about a reform was to get boys to stop smoking on principle.

Mr. Hubbell's plan of operation was to secure the approval of the board concerning the movement, he then addressed the principals and teachers, to secure their co-operation, he next laid the plan before the boys. After consulting their parents they were asked to sign a pledge to abstain from smoking cigarettes and to influence other boys to abstain.

The first Anti-Cigarette league was formed in this city over a year ago in grammar school No. 69, of which Dr. Matthew J. Elgas is principal. They are now in operation in nearly every grammar school in the city, in the parochial schools, and in the schools of many other large cities of the Union. Mr. Hubbell estimates that fully 250,000 boys have taken the anti-cigarette pledge.

"This movement," says Mr. Hubbell, "is a moral or ethical one, and to compel success it is necessary to create a sentiment, among the boys themselves, favorable to the object of the organization and profoundly opposed to indulgence in the vice attacked. The subject must be presented to the boys with earnestness and enthusiasm. Tell them that the object of public school instruction is to prepare them for the duties of citizenship, and that anything that they allow to interfere with that is not only unmanly but unpatriotic. Tell them how this vice breaks down their health, destroys their power of application and concentration of mind, eats into their morals, and if persisted in will surely wreck them. Tell them that their chances of success in life are tremendously reduced if saddled with this enervating vice."

\*See article on "Anti-Cigarette League Organization" in *THE JOURNAL* for December 22, 1894.



The Kalamazoo, Mich., board of education is anxious to extend the usefulness of the public library. The following recommendations have been adopted:

"1. That the reading room in the basement be set apart and devoted to the use of all of the youth of the city under the age of fourteen years, to be kept open as a juvenile reading room upon each school day from 4 to 6 o'clock; upon Saturdays and all week days when there is no session of the public schools from 1 to 6 o'clock.

2. That some competent person be placed in charge of the room as an assistant librarian, whose duty shall be to maintain order, render all assistance possible in the selection of such reading matter as shall be wholesome and tend to the intellectual and moral improvement of the reader, and to charge out upon the cards of the patrons such books as are required.

3. That such reading room be supplied with the current juvenile periodicals, magazines, and books, and that duplicates of such as are necessary be procured. And that a selection be made from the shelves of the public library of such juvenile books as are instructive and adapted to this class of readers be kept in some convenient place, for use of the children, in the room or to be taken to their homes."

The reasons given by the Boston school committee for the discontinuance of slates, slate pencils, and sponges in the public schools and the substitution of paper, lead pencils, and rubber erasers in their place are as follows: A light gray mark upon a slightly darker gray surface is more or less indistinct and trying to the eyesight. The resistance of the hard pencil upon the hard slate is tiring to the muscles, and the resistance to which the muscles are thus trained must be overcome when beginning to write with pencil or pen upon paper. The use of slates, slate pencils, and sponges is a very uncleanly custom, and leads to and establishes very uncleanly habits.

Detroit, Mich., has reached the conclusion to reorganize the school board in a way that will prevent the recurrence of a scandal like the bribery case reported in *THE JOURNAL* some time ago. Senator Thompson has a bill ready to present to the legislature. Its leading feature is the division of the school board into two branches. One of these branches which, for convenience sake may be called the senate, is to consist of four members appointed by the governor. This body will have the exclusive right to originate all action of the board, but cannot act except with the approval of the house. Thus, for instance, the appointment of the superintendent and secretary will be made by the senate with the approval of the house. The senate will also have control over the taking of the school census. This is done because great carelessness and considerable fraud is said to have resulted from the present arrangement.

The only trouble with the bill is that it is not concise enough to be acceptable. It should be thoroughly overhauled before it is passed.

Few school boards are so fortunate as to be able to report a surplus of several thousand dollars at the end of the school year. The Springfield, Mo., board will do it if President Goode's estimates are correct. The surplus will be \$12,000, he says.

St. Louis appropriated \$2,000 for supplementary reading matter.

The board of education of Flint, Mich., has decided to do away with the "cadet" system of substitute teaching. Hereafter each teacher is required to do all of the work in her room. It was also resolved that in the future applicants for positions as teachers in the city schools shall have had at least one year's experience in city or country schools in order to be eligible for such positions.

The schools of New York city are to have \$4,962,423, in 1895 which is more than \$300,000 over the appropriation made a year ago and \$500,000 more than the appropriation for 1893. This city pays a tax of \$1,800,000 to sustain the schools of the state, besides it is to spend \$1,300,000, for new school sites, the erection of new buildings, and the improvement of old buildings for school purposes. It spent the same last year. So that the annual investment in schools is nearly \$8,000,000. This city is really a model in its generosity to the schools.

When it comes to educational questions St. Paul and Minneapolis go hand in hand. Some time ago the St. Paul board of school inspectors asked the Minneapolis board of education to join them in the interest of certain legislation. The points to be aimed at should be a provision for an annual school census, a revision of the truancy laws, and the establishment, in a country locality in the state, of a home school for habitual truants and incorrigibles. A legislative committee of three members was appointed by the Minneapolis board "whose duty it shall be to look after proposed or needed legislation affecting the educational interests of city and state." The committee expressed the opinion that the law relating to compulsory education is defective in not providing for an annual school census, in permitting the employment of children who would otherwise come under its provision, in not providing for the appointment of proper officers to aid in its enforcement. The committee has been instructed to take the subject under consideration and endeavor to secure such legislation as will remedy these defects. It has also been recommended that this committee confer with the legislative committee of the St. Paul board, as requested, at such time and place as may be designated by the latter committee.

The Mount Vernon, N. Y., board of education has decided to introduce military instructions in the schools. A committee has been appointed to prepare a plan that will make the introduction possible without interference with the prescribed duties of the school. It is proposed also to begin the formation of classes of cadets in the schools beginning with the high school. In New York city and Brooklyn quite a number of schools have their cadet corps.



PUBLIC SCHOOL NO. 3, MARLBOROUGH, N. Y.  
(By courtesy of the New York State Department of Public Instruction.)



The charge is made that the school board of Lowell, Mass., was controlled by the Democrats. This is bad. The board should be of neither party, but honest, intelligent men. Rev. Mr. Montgomery is going to preach about it. Down with politics in the schools. Mr. Henry Harris was elected principal of the Varnum school, Miss Keyes of the training school.

On December 11, 1794, a Philadelphia newspaper devoted a large part of its space to the publication of "A Plan for Extending the Education of the Rising Generation in the State of Pennsylvania." After deploring the lack of educational facilities, and setting forth the need of proper school privileges, the "Plan" is extolled as simple, feasible, and effective. In brief, it was as follows:

1. Divide the state into school districts, each six miles square. These districts, it was estimated, would not contain an average of more than twelve hundred school children, "even when our whole territory shall be populated."

2. Divide each district in four school divisions.

3. Erect a school-house in the center of each division.

4. Employ a schoolmaster for each school district, to teach reading, writing, and arithmetic one quarter in each division.

5. Pay each teacher \$100 (or its equivalent) per year. This, it is admitted, will be very expensive, and is thought, on the whole, to constitute the most objectionable feature of the plan, as it seems to require so large an outlay by the state for educational purposes. Still, by the aid of the clergy and "other well disposed persons" who will teach without salary, and in view of the importance of the subject, it was thought possible to carry out the scheme. The city of Philadelphia (then the capital of the United States), was distinctly included in this carefully conceived project.

"The world do move," and even legislative bodies and school boards move with it.

The Atlanta school committee recently adopted a long set of resolutions in honor of the late Ex-Senator Joseph Brown, who served the board for nearly twenty years as president. In it this passage is noted:

"It is peculiarly appropriate that this body, the supervising board of the best system of free and public schools in the South, should take official notice of the death of Governor Brown."

Very "peculiarly" appropriate indeed, to add that Atlanta has the best system of free public schools in the South. The other towns who also have "the best system" in the South will please take notice.

According to the estimate of the Boston school board \$2,218,000 will be required for the maintenance of schools of the city during 1895. The 13,500 tons of coal, which are annually consumed cost \$65,475. The largest single item under the head of "supplies and incidentals" is \$45,000 for text-books, reference books, and exchange of books. Since it has been stated by physicians that free text-books may carry the germs of diseases from one child to another it has been suggested that it would

be wise to give outright to every child a complete set of the books required. Under the present text-book law this could not be done, but a member of the school board has already moved to have this subject brought to the attention of the next legislature. It has been roughly estimated that the added expense to the department, if this idea is carried out, will be approximately \$20,000 a year. Thus the whole amount required for the schools in 1895 would be nearly \$2,240,000.

### New York's Compulsory Law.

New York's new compulsory law, of which frequent mention was made in THE JOURNAL, is now in operation. The problem that is troubling many superintendents is how to enforce it, particularly in the case of bootblacks and newsboys of school age. They will have to go to school in accordance with the law. "Shall I deprive them of the opportunity of making a living? How can I manage to have big illiterate boys acquire the rudiments of knowledge without compelling them to go to school with the little ones in the lowest primary class?" These two questions have been repeatedly asked. Supt. Emerson, of Buffalo, has found a way out of the difficulty. He proposes to establish evening schools for them. They will comply with the law if they attend these schools. For the act does not prescribe that the attendance shall be in the daytime. For the older children who come to school the first time he proposes to organize separate classes and place them in charge of a male teacher. Supt. Emerson's plan certainly is very practical and might be with advantage adopted in other cities.

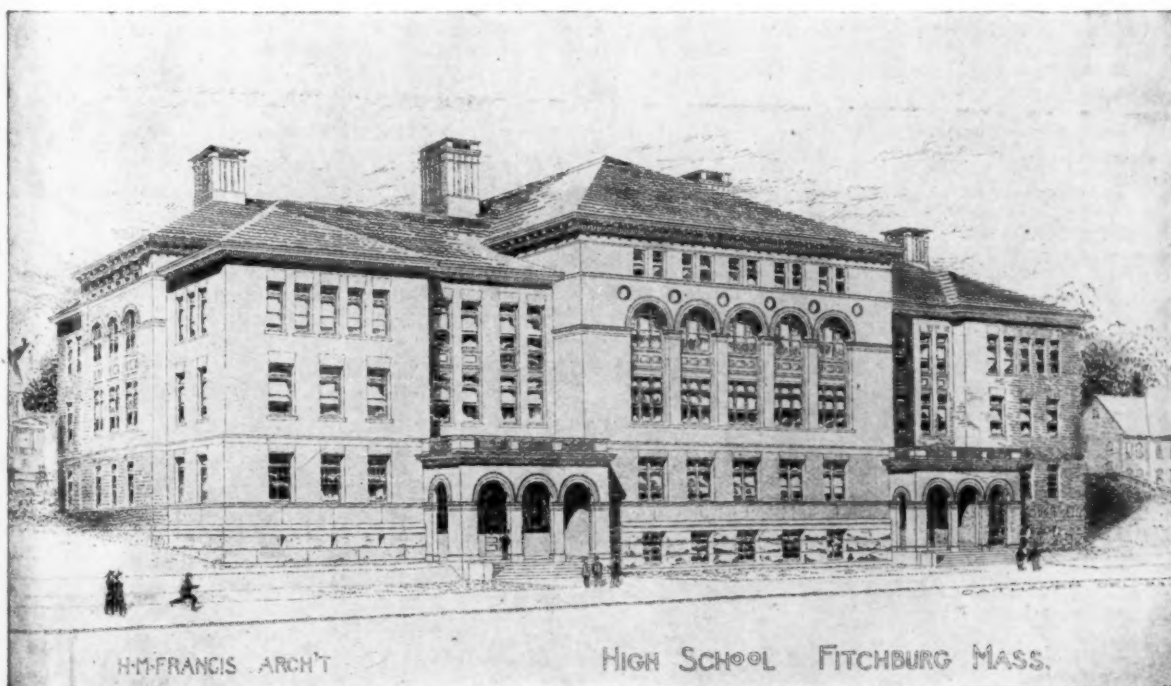
### New Jersey.

New Jersey has recently passed a law which should appeal to superintendents and legislators in other states.

In all public schools in the state of New Jersey the last Friday preceding the following holidays, viz., Washington's birthday, Decoration or Memorial day, Fourth of July and Thanksgiving day shall be devoted to the development and promotion of a higher spirit of patriotism by the observing of proper and appropriate exercises.

Such exercises shall consist of reading the Declaration of Independence, singing national and other patriotic songs, of select readings, declamations, essays, addresses, and such other exercises of a public, non-sectarian, and national character as the principal or teacher of the school may determine, or the school trustees, commissioners or city superintendent may direct.

The school commissioners of the several counties, the city superintendents, the school trustees, and boards of education of all the cities, towns, and townships in the state of New Jersey are hereby charged with the duty of enforcing the provisions of this act, and are authorized and directed to cancel and revoke the certificate of license of any principal or teacher who refuses or neglects to provide for and conduct exercises as prescribed in the above sections.





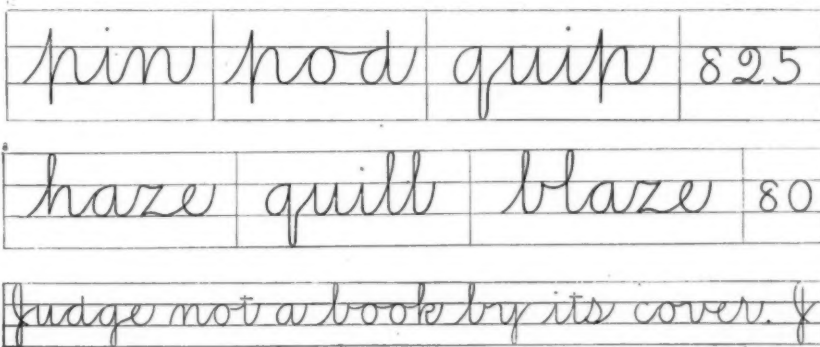
Salt Lake City, Utah, was settled by  
the Mormons, under Brigham Young, 1847.

the adaptation or straightening up of the old forms of slant writing. The system commences with the "word method," with ample copies for drill in elementary formations. The first eight books are divided into half pages. Each text is written under for half a page, and subsequently repeated for review and comparison in another half page further on. The "review" principle runs throughout the entire course. Historical, geographical, and scientific facts, and excerpts from the constitution are embodied in the "sentence-texts," in harmony with the latest methods of teaching language, history, geography, and civil government.

Regular Course.—No. 1, contains all the small letters singly and in words, together with all the figures of the Arabic notation. Height of letter,  $\frac{1}{4}$  inch. No. 2, Examples in arithmetic and subtraction, all the small and capital letters used in words,  $\frac{1}{4}$  inch. No. 3, Examples of Multiplication, all the letters used in words. Height  $\frac{1}{4}$  inch. No. 4, Examples in division, and short expressions,  $\frac{1}{4}$  inch. No. 5, Short expressions with combinations of the Arabic notation.  $\frac{1}{4}$  inch. No. 6, Useful maxim or statement,  $\frac{1}{4}$  inch. Nos. 7, 8, Full line copies stating some scientific or geographical fact.  $\frac{1}{4}$  inch. Nos. 9, 10, Some event in United States History or extract from the constitution.  $\frac{1}{4}$  inch. The Tracing Course is intended as a preparation for the regular course. A Business and Social Forms Course is nearly ready.

### Common Sense System of Vertical Penmanship.

Publishers: A LOVELL & COMPANY, New York and Chicago.



Texas was admitted into the  
Union, December 29, 1845.

The points of excellence of the Common Sense System of Vertical Penmanship, published by A. Lovell & Co., are as follows: The copies are carefully selected and well graded. The shape of the books (size  $8\frac{1}{2} \times 5\frac{1}{2}$  ins.) lends itself more readily to the vertical style of penmanship than a wider paged book, as experience has demonstrated. The clear shadeless lines in all the copies is a prominent feature. The relation of the small letters to the loops and capitals is as one to two. The child understands this relation, and can apply it in writing much better than a more complicated scale. The great simplicity of the forms of the capitals and small letters will commend this system to teachers. The author is Joseph V. Witherbee.

Tracing-books form an introduction to the system for beginners. The regular series comprises six books. No. 1 contains short words only, developing all the small letters in order of difficulty. No. 2 contains in addition to words, short sentences, employing all the capitals. No. 3 reduces the height of letters and is made up of sentences composed of maxims and proverbs. In No. 4 the sentences are composed mainly of patriotic sentiments. No. 5 contains two-line copies. No. 6 presents ordinary business forms. The change in pen-holding suggested in the books is thus described:

The pen should be held easily between the thumb and second finger, with the extended forefinger resting lightly upon it in such a way that both points of the nib shall press equally upon the paper. The direction of the penholder should be somewhat away from the body; along the line of the fore-arm. The hand should rest comfortably on the side.

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Ellsworth

### Ellsworth's New Reversible Copy-Books, Vertical Edition.

Publishers: The Werner Company, Chicago, New York, Philadelphia, Boston, Minneapolis

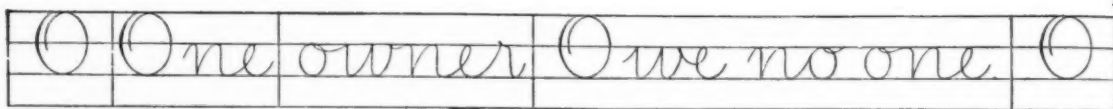
The distinctive features of Ellsworth's vertical writing books are as follows: The vertical copies correspond with those in the slanting edition in subject-matter, grading, and style of letters. The slanting and vertical writing books may be used together and a comparison made of the two styles without interfering with the general instruction of the class. The scale upon which the copies are engraved and the ruling upon which they are to be written, will aid in obtaining correct upright movements and forms. This ruling secures proper spacing as well as the proper proportions of the letters. The carefully prepared copies train the eye to see correct and beautiful forms and stimulate the efforts of the pupil to produce them. The binding of the books permits the page to lie flat and thus reduces the size of the book to a single page. This gives the pupil the advantage of removal of written or soiled pages. The blotter attached to the cover not only prevents blots, but serves as a book mark by which a pupil may open at once to the page upon which he is to write. The latest and highest style of workmanship and the best material are employed in the manufacture of these books. The paper is of the hygienic tint recommended by oculists.

PRICES: The Vertical Edition of Ellsworth's New Reversible Writing-Books comprises six numbers (size  $7\frac{1}{2} \times 9$ ). Price per dozen with full page blotter, \$1.00. A sample set will be sent by the publishers, postpaid, on receipt of fifty cents.



## Merrill's Vertical Penmanship.

Publishers: MAYNARD, MERRILL &amp; COMPANY, NEW YORK.



Wellington defeated Napoleon at Waterloo.

heart Helen How the bees hum!

2 Bar. Brussels is the capital of Belgium.

The following points of excellence are claimed for Merrill's Vertical Penmanship: While the standard forms of the letters combine beauty with legibility, the Writing-Staff is divided into only three spaces and all letters both small and capital are brought within these three spaces. The Standard Series consists of six books, carefully graded. An alternate series of five books is also provided in order that in closely graded schools pupils may have a book for each grade, thus avoiding the necessity of buying two books of a kind. The utmost pains have been taken with respect to workmanship and materials used in the manufacture of the books. The printing, ruling, paper, and binding are excellent. The system is based on the most correct artistic principles. The width of the letters is well proportioned to their height. A much greater amount of writing space is presented in these books than in others of the same size.

PRICE-LIST: *Intermediate Series*.—(Size  $6\frac{1}{2} \times 5\frac{1}{2}$  inches.) Five numbers (Nos. A, 1, 1 $\frac{1}{2}$ , 2, 3), per doz., 72 cents. *Standard Series*.—( $8\frac{1}{2} \times 7$  ins.) Six numbers (Nos. 1, 2, 3, 4, 5, 6), per doz., 96 cents. Books ordered for introduction are delivered at the above prices in any part of the United States, transportation charges paid, and, on first supplies, a discount of 10 per cent. is allowed as compensation for trouble and expense incurred in distributing the books.

## Jackson System of Vertical Penmanship.

Publisher: WILLIAM BEVERLEY HARISON, New York.

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Light travels about 186 500 miles per second

Ireland, an important island in Europe.

Account Book, a list of the several accounts in the Ledger

"C" RAPID BUSINESS HAND.

Woden, was one of the Anglo-Saxon deities.

To John Jackson of London belongs the honor of having originated the English system of vertical writing. He has for the past ten or more years been devoting himself exclusively to the teaching of this style of penmanship. The result of his experiences is embodied in his celebrated manual on "The Theory and Practice of Handwriting," and the copy-books from which the above headlines are selected. Competitive trials for legibility and speed were held by him in the public schools for the past eight years, in order to be able to make his series of penmanship books of most practical value. It will be seen from the examples given above that the rapid business hand "C" differs from the others; yet in practice this form of writing always results from rapid work, as may be observed in samples of "telegraph hand" in best written telegrams. Mr. Jackson's manual and series of vertical writing books are published by William Beverley Harison, New York City. The Jackson system of writing comprises eight copy-books.

### Vaile's Vertical Writing Copy-Books.

Publisher: E. O. VAILE, Oak Park, Chicago, Ill.

These copy-books are 6x9 inches, thus being easily handled on desks of ordinary size. The greater part of each page of the first three books is double-ruled, thus aiding the child in forming an idea of the proper height of the letters, and in getting them uniform, while at the same time he has regular practice in writing on the single line. In these first three books the copies are single lines, and two copy lines are placed on a page, one across the top and one through the middle. Thus no copy is to be written more than six times. As each full line contains two distinct copies, a pupil never writes a line more than four inches long, which is the length advised by the best authorities.

With the completion of the third book the copy-book idea gives way to the writing-book idea, and the learner has exercise in a more independent kind of writing. In books IV. and V., he writes by the side of half-page models, with an opportunity to reproduce each three times. The matter in these models is interesting and educative, and its object is to impress a lesson on the use of capitals, some point in punctuation, etc.

Book VI. begins the business course. The pages are now double the previous size, being 9x12 inches. The models are in social and business correspondence. Book VII. is filled with legal and commercial forms. This book gives much practice in filling of business blanks. Book VIII. consists of 48 pages, 7x9 inches, and contains a practical course in single-entry bookkeeping. The book is planned to require not more than one hour per week of a school year.

The books are printed upon a good grade of paper. The copies are photographic reproductions of copies actually written with a free hand. Examination Price:—The first five copy-books, 40 cents; the three higher books, 60 cents.

### A New Series of Relief Maps.

Prof. Guyot said thirty years ago: "Accurate physical (relief) maps are indispensable; and if possible they should be entirely free from all lines and colors indicating arbitrary political divisions, as these can but mar the distinctness—the child must see only the divisions and limits which Nature made, if he is to gain a correct idea of her work."



The recent very marked advance in the methods of teaching geography and the attention given to this subject have been very largely instrumental in emphasizing this remark of Prof. Guyot's; we have seen therefore steadily increasing attention given to map modeling and all kinds of relief maps—but in every instance until the production of Frye's plaster maps the aim seems to have been to put as much on them as possible. Dr. L. R. Klemm, of the National Bureau of Education, has in his series of relief practice maps gone much further in the right direction than any one, for these carry out Guyot's ideas to the letter, especially as the maps are placed in the hands of the pupils and not hung on the walls.

A little fellow in the Brooklyn Polytechnic institute remarked (referring to Klemm's South America) "Why, Miss —, what a beautiful map that is." "What do you mean by beautiful?"

Dear Mr. Doe:

If agreeable to you, Mr. Roe and I will call at your house this evening at 7-30 to talk over the plans for our new school-house. If this does not suit your convenience please inform me by bearer.

Sincerely yours,

Mon. Dec. 4.

W. R. Gumm.

"I mean that I can understand so well the way the land slopes, where the Amazon rises and which way it flows."

The youngest children are using these maps to learn the A B C of geography, beginning perhaps by tracing all of the rivers, always from the mountains to the ocean, for on these maps that is down hill and any child knows that water will not run up hill; this exercise gives them also a thorough realization of what mountains are.

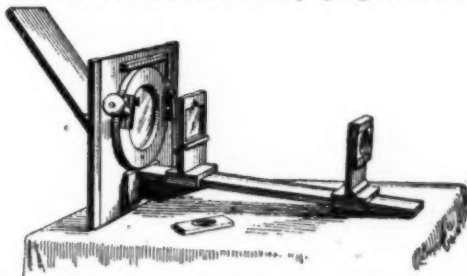
In the higher classes the distribution of rainfall, based upon the physical formation, is studied; the drainage system, water sheds, etc., and still later the association of climate, product, and relief, give the *raison d'être* of the position of cities. In history, as of our own country, for instance, its growth and development are easily traceable to the peculiar conformation of the continent. The Spaniards attracted by the mineral wealth, settled in Central America and Mexico; the French possessing the mouths of the St. Lawrence and Mississippi claimed all the territory accessible by these rivers, and the Puritans settled on the eastern coast confined themselves to it until they found a means of easy access to the interior, through the valleys of the Hudson and Mohawk rivers.

As Prof. Guyot says: "Having a physical map the particular text-book which the pupil may use is of little consequence. . . . The pupil may, under the guidance of a judicious teacher, dispense with any other book than that which he could make for himself by writing out each day what he has read upon the map, and adding to it such details as any intelligent teacher would give in connection with it."

The publisher of the Klemm series, which now embraces the five continents, four sections and also a complete map of the United States, Western Europe, British Isles, Roman Empire, Australasia, and the Holy Land, offers these maps at a price within the reach of the poorest scholars (five to fifteen cents each). The aim is to aid the children, brighten the school-room, and make this study alike fascinating to teacher and pupil.

### Russell's Solar Lantern.

Formerly the Optical Lantern, an instrument for showing pictures on a wall or screen, was used only by high schools and col-



leges, the price of the gas used being so great as to put it beyond the reach of most schools.

As the value of pictorial illustration becomes better understood,

teachers of every grade are seeking the best means of increasing the number of their illustrations, and the instrument makers are trying to supply apparatus for projection, which will combine cheapness and utility.

The solar lantern illustrated above has been constructed by Prof. Henry R. Russell, formerly of Pennsylvania, now of 137 E. 15th St., New York city. Prof. Russell is a teacher familiar with the different kinds of lanterns and cameras, and he has made this lantern with special reference to the needs of our schools.

It recommends itself to all schools by its cheapness, no light being needed but that of the sun; and by the ease with which it may be manipulated, even by the inexperienced.

Wherever there is a school-room having one window in which the sun shines, lantern slides, illustrating geography, history, etc., may be beautifully shown, the room being darkened by simply drawing a thick curtain.

It is furnished boxed ready for shipment at \$20 and \$25.

### Notes.

The oldest school furnishing house in the United States is that of J. L. Hammett, 352 Washington street, Boston, Mass. Mr. Hammett has been in the business for more than forty years, and is known to all school boards as one capable of supplying not only every requisite for school purposes but as an able adviser in respect to ventilation, seating, lighting, and furnishing. Few boards but consult him; in fact, foreign countries hold the name in high esteem. The Sandwich islands, Turkey, Australia, China, India, and other distant regions, send him orders. Teachers find his store a place to know all the latest discoveries, and to examine all the latest books; it is a veritable educational museum. In visiting Boston it is considered a wise thing to step into Hammett's to see what is going on.

Dr. Walter Lobach, one of the commissioners from Germany to the World's Fair, and one of the best known physicists of Europe, has become associated with the Alfred L. Robbins Co., of Chicago, manufacturers of physical, chemical, and optical apparatus. He will look after the technical department of their business. The firm are just completing the contract for the equipment for laboratory of the new South high school, Cleveland, the physical and chemical equipment for the high school at Oakland, Cal., and the new polytechnic school at San Francisco, as well as the new manual training school at St. Paul, Minn. They appear to have secured nearly all of the important contracts for laboratory supplies which have been awarded in the West this season.

### The Teacher's Opportunity.

Do you want a paper that contains the new ideas and plans of the foremost thinkers on education, and notes of what is being done in all parts of the country, a paper that is to the educational world what the *Youth's Companion* is to the family, for instance?

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That paper is THE TEACHERS' INSTITUTE. It gives the fullest, the clearest, the most exact instruction in the highest forms of school teaching; every problem in class-work and in management is discussed on *pedagogical lines*. Its readers are not merely helped over difficulties, they are made *thinkers on educational subjects*.

Do you want a paper devoted to disclosing the best methods of teaching young children according to the views of the most advanced educational men and women of these times? There is none like THE PRIMARY SCHOOL at \$1.00 per year. Primary teaching is receiving the closest attention. On it is focused the best thought of our times. The high school teacher may be indifferent to the study of education, but if the primary teacher is, she will surely fail.

Do you want a paper to give you *pedagogical* instruction; that considers the history, principles, methods, and civics of education? There's but one such, EDUCATIONAL FOUNDATIONS, at \$1.00 per year. It is for students of education. The views of Pestalozzi, Froebel, Herbert, and other master minds are here made plain. Adopted in 15 counties in Pennsylvania.

As these papers differ in material, there are many who will want two or more of them. In a school of several teachers, the principal will want THE SCHOOL JOURNAL, and some assistants THE INSTITUTE; others, THE PRIMARY SCHOOL, and if some of these are students of education, they will want EDUCATIONAL FOUNDATIONS.

Vertical handwriting has been introduced into the Chicago schools during the past year. The *Record* of that city says there is a vast improvement in the handwriting of the school children, and it is in a position to know, having recently handled by a corps of "readers" thirteen thousand manuscripts by Chicago school children.

The Methodist clergyman should go to school. At the conference in Savannah, Bishop Duncan asked the delegates who chew tobacco not to expectorate on the floor or the handsome new carpet, which had recently been put down. He told them that if they must chew tobacco to go outside, and they would find a nice, new curbstone and plenty of fresh sand to expectorate upon, or they could bring their cuspidors, and in case of an emergency they could use their hats. We invite the Southern teachers to consider the fact that some of their pupils may become clergymen.

The fifth annual catalogue of the Jasper, Fla., normal institute shows this school to be in a vigorous state of activity. A visit made to it in 1894 impressed the fact that the right teachers make the good schools everywhere. The ablest teachers were found at work, the pupils were found animated with the feeling that such teachers arouse. Success to Prof. Guillems.

### The Institute

The teachers' institute is discussed by Supt. Moyer, Cass county, Iowa, in a dispassionate way in the *Normal Forum*. The institute once was a great power when moderate qualifications were required; now it seems that the institute must be a school, hence the growth of summer schools. In the West the institutes are held for terms of five and six weeks; at the East for one week. The institute should be held for four weeks at least; it should be a school; a course of study of four years should be made out; to be admitted to the lowest class a third certificate should be presented; the completion of the first year's course would give a second grade certificate, and so on.

The course in the normal institutes would be related to the normal school course; for example, a completion of the first year's work (giving the second grade certificate) should admit to the normal school. It would therefore seem that the instruction in the normal institutes should be under the direction of the normal schools. The normal schools of the state of New York should, for example, each hold three normal institutes; their graduates are the persons to act as instructors. This should give thirty normal institutes a year.

This plan is one that must be adopted to give the rural schools the advantages they need in the way of trained teachers. The force of the normal schools would then be felt in every district and the complaint that is now heard that the districts pay for the normal schools, but never get a normal teacher would not be heard.

This plan would prevent the institute from being a mere lecture hall; it should be a school; there should be four classes and four teachers. The pupils should have work assigned them they would pursue all the rest of the year.

Supt. Moyer concludes: "There are many other things about which we might speak, but to get out the large class of young and uneducated people, to make it more of a professional school for the teachers of the county in which it is held, the employing of such a class of instructors as will command the confidence and respect of those out of whose meager salaries it is sustained, are some of the needed reforms in the institutes."

## School Building Notes.

### CALIFORNIA.

AZURA.—Plans for two new schools, by Arch. O. H. Huber, to cost \$10,000.

LOS ANGELES.—Arch. F. D. Hudson has planned a new school; cost \$3,100.

### CANADA.

BRANTFORD will spend \$35,000 on two new schools.

MONTREAL.—Arch. A. Prefontaine has planned a college to be built at Valleyfield, Quebec, to cost \$70,000.

### ILLINOIS.

CHICAGO.—Arch. Aug. Fielder has prepared plans for a new school—California Ave. and Fulton St., to cost \$75,000; also for school 7706 Duncan Ave., to cost \$40,000.

### INDIANA.

ELWOOD will spend \$50,000 on a new school.

NEW CASTLE.—The School-House Construction Co., of Peoria, Ill., have made plans for a new school. Write W. H. Elliott.

### MARYLAND.

BALTIMORE.—Plans are ready for the New City college; also for a \$25,000 school-house. Address Wm. G. Oster.

### MASSACHUSETTS.

GLOUCESTER.—E. I. Wilson Boston, is architect for a \$4,000 school.

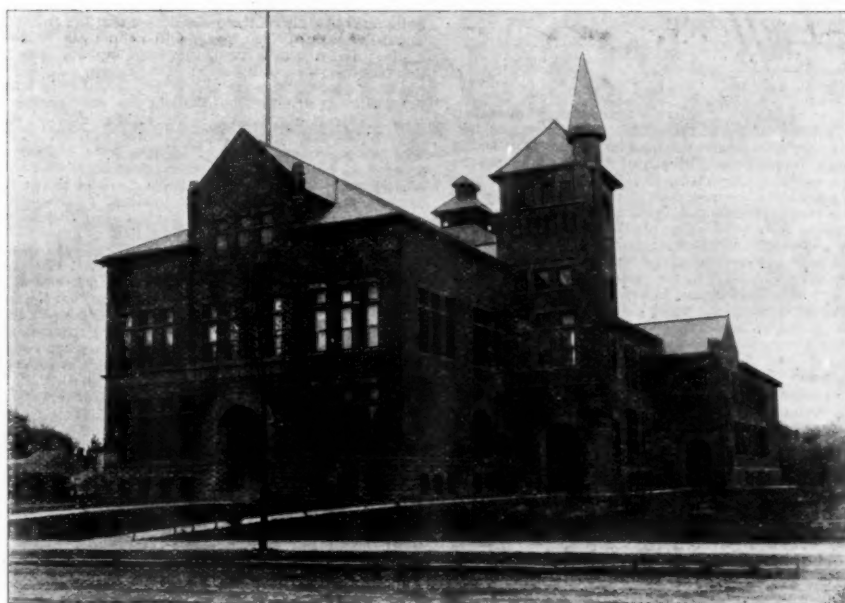
NEWTONVILLE.—Hartwell and Richardson, of Boston, have planned the new school, to cost \$50,000.

### MICHIGAN.

BAY CITY will erect a new school.

POPPLE will build a new school. Write W. H. Jordan.





NEW UNION SCHOOL, LOCKPORT, N. Y.

## MINNESOTA.

HIBBING will erect a school to cost \$2,000.  
 MINNEAPOLIS.—The state legislature has been asked to appropriate \$150,000 for a new building for the state university.  
 WINONA.—The St. Joseph's Society will build a school for \$15,000.

## MISSOURI.

MOBERLY will spend \$25,000 on a new school. Write J. R. Dowell.  
 ST. LOUIS.—Arch. Kirchner & Kirchner have prepared plans for school for board of education, to cost \$50,000.

## MONTANA.

GREAT FALLS —\$90,000 has been voted for school buildings.

## NEW JERSEY.

ELIZABETH will issue bonds for a school to cost \$52,000.

## NEW YORK.

BUFFALO.—A new school. Write R. G. Parsons.  
 DEFEW will spend \$10,000 on a new school.  
 DUNKIRK.—St. Hyacinths will build a large school. W. H. Archer, of Buffalo, is the architect.  
 FLORAL PARK will build a school at cost of \$12,000.  
 TROY.—School No. 17, that was lately burnt, will be rebuilt; cost \$25,000.

## NORTH DAKOTA.

GRAND FORKS.—Plans are being prepared for the Wilder school by Arch. Ross. The board of regents will ask for \$10,000 for the School of Mines.

HATTON will build a school in the spring. Write, H. M. Haakenson.  
 VALLEY CITY will build a school. Write H. R. Nelson.

## OHIO.

CANTON.—A new school on Hartford street, to cost \$20,000; also an annex to South Plum street school, to cost \$4,000.

CINCINNATI.—S. Hanaford & Son have made plans for a school to be erected at Hillsboro, O. Cost \$40,000.

COLUMBUS.—A state normal school will be built; also a two-story \$20,000 school-house.

## PENNSYLVANIA.

GLEN RIDGE.—The Sisters of St. Francis will build a handsome academy.

NEW BETHLEHEM.—Arch. W. S. Fraser has prepared plans for a new school.

PHILADELPHIA will build two new schools.

PITTSBURG —Thos. Boyd has prepared plans for a \$30,000 school for church of St. Francis Xavier. Arch. W. J. H. Peoples is making plans for the Sherman avenue school, to cost \$150,000. A new school will be built on Whipple street, to cost \$4,000.

## RHODE ISLAND.

WESTERLY will build a school to cost \$10,500.

## SOUTH CAROLINA.

CHARLESTON will build an annex to the high school. Write R. G. O'Neale.

## SOUTH DAKOTA.

GETTYSBERG will spend \$6,000 on a new school.

## TEXAS.

LAMPASAS will build a new school.

TEMPLE will build a fine high school. Write B. C. Coffman.

## WISCONSIN.

COLUMBUS will erect a new two-story brick school. Write John S. Maxwell.

PORTAGE will build a handsome building, to cost about \$30,000. Write William Fulton.

RACINE.—An addition to building to cost about \$14,000. Write O. C. Seelye.

SUPERIOR.—The Finnish Lutheran college will cost \$50,000.

## WYOMING.

SHERIDAN —\$10,000 will be spent on a three-story school.

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## Letters.

### SCHOOL PHYSICIANS.

IN THE SCHOOL JOURNAL of January 5, you refer to the precautions taken by the Brookline, Mass., schools to prevent the spread of infectious diseases. Permit me to call your attention to the manner in which this school attacks this same problem. It may be said by way of introduction, that the school has engaged two eminent physicians, Dr. Franz Torek and Dr. Louise Fiske Bryson, to assist the superintendent in the medical supervision of the pupils, and that measurements and physical examinations of the pupils are a regular feature of the school. One of the rules of the school prescribes that in case of absence from school no pupil will be re-admitted unless the superintendent is at once notified of the reasons for and probable duration of such absence, and is furnished by the parent or guardian with a written and satisfactory excuse. That means, in other words, that we are not satisfied with an excuse brought by the child on his return to school, but that whenever a child is kept at home, the parents are required to send word to the undersigned on the same day. This rule is strictly enforced, and the parents understand that the school physicians must be afforded every facility to investigate any case of absence for which the superintendent receives no satisfactory excuse.

A pupil affected with a contagious disease, or in whose family such a disease prevails, is required to absent himself, and to notify the superintendent. During such absence the pupil and his family must submit to such inspection and control as the school physicians deem proper, and no such pupil will be re-admitted except upon the written certificate of one of the school physicians that all danger of infection is removed.

During the recent diphtheria epidemic, the throats of all the pupils were repeatedly examined, and suspicious cases were carefully followed up. There were, of course, a few cases of diphtheria and special care was taken that even such children as had been at the house of patients before the disease had broken out, were placed under strict medical supervision so that the disease could not spread. In a parents' meeting, the parents were admonished to take the necessary precautions.

The result was that we were in a position to keep the disease under perfect control. Of over 400 persons present in this building, only five contracted the disease, and in each case it could be proven that they had contracted it outside of the school.

MAXIMILIAN P. E. GROSZMANN, Pd. D.

*Supt. Workingman's School, New York City.*

### WHY A CHILD SHAKES ITS HEAD FOR "NO" AND BOWS FOR "YES."

Some months ago I asked THE SCHOOL JOURNAL why a child less than one year old would *shake* the head for denial and *bow* for assent naturally or without teaching. The same question would be, "What is the origin of the head shake for denial and the bow for assent?" The editor did not answer this question, but said if we accept the evolution theory the child shakes its head because its ancestors for generations have done so. This would not reach the question of the *origin* of the head shake for "no." The truth is that this gesture with all others that are natural have their *origin* in the human mind, and their *expression* through the brain which is the direct instrument of mind. No one can go far in child study, it seems to me, without recognizing this fact, and the further fact that there is such a thing as "brain localization;" or centers for psychical faculties. Such is the fact, and "the natural language of the mental faculties" is one of the prettiest things in child life. The shake of the head for denial is one of these natural expressions. Speaking phrenologically denial is the action of combativeness, caution, and firmness, with something of destructiveness and self-esteem. It is a law that during the excited activity of any mental faculty the head will move in the direction of the active brain center, or turn itself on the center as an axis. Combativeness is most active in refusal, and being located behind and above the ears (in the brain) *shakes* the head. If you insist on the child's taking the thing refused firmness comes into action and the head moves *back* in a line with the top at the same time it *shakes*. Watch all *forceful* speakers and see how beautifully they illustrate this law. Assent is a yielding of firmness and an activity of kindness, which is in the front top head, hence the bow or nod for "yes." See?

*Normal Institute, Iuka, Miss.*

G. T. HOWERTON, M. S., Ph. D.

### CHILDREN'S IDEAS ABOUT GROWTH.

In the *Popular Science Monthly* for December, Dr. James Sully, in speaking of children's ideas about growth, gives these interesting observations:

"In carrying out my inquiries into this region of childish ideas I lighted quite unexpectedly on the queer notion that toward the end of life there is a reverse process of shrinkage. Old people are supposed to become little again. The first instance of this was supplied me by the Worcester collections of thoughts. A little girl of three once said to her mother, 'When I am a big girl, and you are a little girl, I shall whip you just as you whipped me now.' At first one is almost disposed to think that this child must have heard of Mr. Anstey's amusing story *Vice Versa*. Yet this idea seems too improbable, and I have since found that she is not by any means the only one who has entertained this idea. A little boy that I know, when about three years and a half old, used often to say to his mother with perfect seriousness of manner, 'When I am big then you will be little; then I will carry you about and dress you and put you to sleep.'

"I happened to mention this fact at a meeting of mothers and teachers, when I received further evidence of this tendency of child-thought. One lady whom I know could recollect quite clearly that when a little girl she was promised by her aunt some valuables—trinkets, I fancy—when she grew up, and that she at once turned to her aunt and promised her that she would then give her in exchange all her dolls, as by that time she (the aunt) would be a little girl. Another case narrated was that of a little girl of three years and a half who, when her elder brother and sister spoke to her about her getting big, rejoined, 'What will you do when you are little?' A third case mentioned was that of a child asking about some old person of her acquaintance, 'When will she begin to get small?' I have since obtained corroboratory instances from parents and teachers of infant classes."

### To the Editors of THE SCHOOL JOURNAL:—

I have just read the last chapter in Col. Parker's great book, "Talks on Pedagogics," which I ordered from you a few days ago. I wish to say that nothing I have ever read on the subject of education has affected me so profoundly as his chapter on Democracy and Education. I am determined to become a better teacher. I shall devote my best energies to a study of the great doctrine of Concentration. I wish to thank you personally also for the help and inspiration I have gained from your periodicals for the last six years. I am more deeply impressed than ever before that I owe it as a duty to my fellow-teachers to use every means in my power to extend the circulation of your publications among them.

*Russell College, Lebanon, Va.*

J. W. REPASS.

### MAGIC SQUARES.

IN THE SCHOOL JOURNAL of December 29, I noticed a "Magic Square" with an odd number of sides, and the rule for its formation. I submit a square with an even number of sides, in which, not only "The sums of all the columns, the horizontal lines, and the diagonals of the square," but

1	7	10	16
14	12	5	3
8	2	15	9
11	13	4	6

also, the corner numbers, each corner square, the middle square, and the middle numbers of the opposite side, will be the same.

*Seifried school, Nashville, Tenn.*

A. J. HAUN.

THE SCHOOL JOURNAL, published weekly at \$2.50 per year, is the best paper for school boards, superintendents, principals, and all teachers who want to know of educational thought and movements. The news concerning new buildings, the additions of departments of music, drawing, gymnastics, etc., will be of great value. Already a number of teachers have, by consulting these notes, laid plans for better remuneration.

THE TEACHERS' INSTITUTE, at \$1.00 per year, is par excellence the educational magazine of the country; for teachers who want the best methods, and to grow pedagogically, that is the paper.

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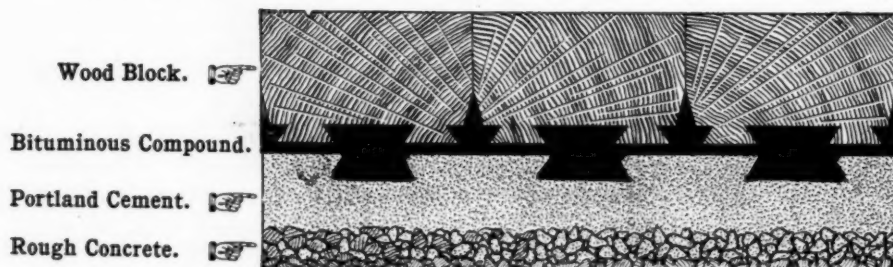
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## School Reports Received.

MASSACHUSETTS.—State examination and certification of teachers. Report by the secretary of the board.

WILLIAMSPORT, PA.—Thirteenth biennial report of the public schools. Number of pupils enrolled, 4,855. Number of teachers, 99. Value of school buildings, \$500,000.

LAWRENCE, MASS.—Annual report of the school committee. The city expended \$111,682.06 for school expenses. The superintendent recommends that art decorations be introduced in the school-rooms.

STATE OF IDAHO.—Biennial report of the superintendent of public instruction. Number of school-houses, 559. Estimated value of school property, \$733,211.26. Number of children enrolled, 24,266. General average monthly salary of teachers, \$55.07. Number of teachers employed, 675. Number of volumes in libraries, 4,920. The superintendent strongly urges the establishment of more normal schools. He also recommends that a certain per cent. of the school money be appropriated for school libraries.

NASHVILLE, TENN.—Catalogue of University of Nashville, and Peabody normal college.

STATE OF NEW JERSEY.—New Jersey school laws with notes, blanks, and forms for the use and government of school officers. Prepared by the state superintendent of public instruction.

PATERSON, N. J.—Annual report of the commissioners of public instruction. Number of teachers, 257. Average attendance of pupils, 9,178. Number of school buildings, 18.

WEST CHESTER, PA.—Report of the public schools. Number of pupils enrolled, 1,282.

OSKALOOSA, IOWA.—Number of school buildings, 5. Number of pupils enrolled, 2,703.

ORANGE PARK, FLORIDA.—Catalogue of the normal and industrial school.

HOBOKEN, N. J.—Number of school buildings, 8. Average attendance, 6,197.

ILION, N. Y.—Catalogue of the Union school and academy. Number of pupils, 862. Number of teachers, 21.

MICHIGAN STATE AGRICULTURAL COLLEGE.—Provisional register. Number of students, 313.

HUDSON, N. Y.—Number of teachers, 28. Average attendance of children, 907. Number of volumes in library, 4,758.

FENTON, MICH.—Annual catalogue of the Fenton normal school and commercial college.

Connecticut School Document, No. 5. Laws of the State of Connecticut Relating to Schools.

Connecticut School Document, No. 6. Manual Training. Illustrated. Chas. A. Kunou.

Connecticut School Document, No. 8. Transportation of Children in Country Towns.

Connecticut School Document, No. 9. Public Schools and Public Libraries. Report of Committee of Hartford County Teachers' Association.

YORK, PENN.—Number of teachers, 72. Number of pupils enrolled, 3,700.

PAINESVILLE, OHIO.—Rules and regulations, and course of study of the public schools. Number of pupils enrolled, 952. Number of teachers, 21.

CHICAGO, ILL.—Annual report of the board of education. Number of school buildings, owned by the city, 251. Number of buildings rented, 95. Number of teachers, 3,520. Total enrollment, 166,895. Number of kinder-

gartens under the public school system, 10. Value of real estate within city limits belonging to school fund, \$4,235,380.00.

TUSKEGEE, ALA.—Annual report of the principal of the Tuskegee normal and industrial institute.

UNIVERSITY OF CHICAGO.—The quarterly calendar.

BOSTON, MASS.—Annual report of the Children's Friend Society.

The Schoolmaster's Association of New York and vicinity. Papers read before the association in 1893-4.

Bureau of education, Washington, D. C. Circular of Information. Higher Education in Tennessee. By Lucius Salisbury Merriam, Ph. D.

History of Higher Education in Rhode Island. By William Howe Tolman, Ph. D.

Higher Education in Iowa. By Leonard F. Parker.

History of Education in Connecticut. By Bernard C. Steiner, A. M.

STATE OF MINNESOTA.—Eighth biennial report of the superintendent of public instruction. Number of state high schools, 88. Number of institutions held during the year, 17. Value of school libraries, \$283,432. Amount paid for teachers' wages, \$2,982,700.

A reminder of the ancient domination in England of the Romans was dug up lately in the shape of a milestone near Carlisle on the old Roman road leading to York, on which is cut the name of Carausius. This man was the commander of the Channel fleet, who in Diocletian's time proclaimed himself emperor in Britain and held out for eight years against both Romans and Picts. The coins of Carausius are quite common.

The severe weather at the North will cause many teachers to take a month's vacation in a warmer climate; of course Florida or Southern Georgia or Alabama will be chosen. The Southern railway (formerly the Richmond and Danville), offers to all tourists the finest and most available route to all these points. It begins at Washington, but all the railways from the North make connection with it. Every convenience possible exists; the intention is to make the admirable Pennsylvania road the model. The speed of these trains is remarkable, the excellent roadbed making this possible.

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## New Books.

The child that has had provided for its amusement and instruction the best literature suited to its understanding, during the early school period, will ever after be thankful for the good sense of parents and instructors. Happily the idea that the mental food of the child should consist of colorless baby stories, that will soon be forgotten, is vanishing.

The fact is now recognized that while the literature for the child should be simple it should be such as shall arouse his faculties, be an introduction to the best authors and literature, and remembered in after years with pleasure. A large collection of such literature is found in the *Children's Book of Poetry*, compiled by Henry T. Coates.

The object of the compiler has been to collect within the limits of a single volume the best poems calculated to interest and instruct children between the ages of six and fourteen years. We know of no book that presents so complete a collection of poetry of this class. Although the verse is suited to the comprehension of young people one will find between these covers much of the best narrative and descriptive pieces in the language. We find such writers as Campbell, Cowper, Coleridge, Shakespeare, Poe, Longfellow, Byron, Goldsmith, Browning, Wordsworth, Tennyson, Aldrich, and others represented, but nothing valuable has been rejected for the lack of a great name, for many of the humbler bards are also represented. Care has been exercised in the classification. There are poems relating to baby-days, play-days, lessons of life, animals and birds, trees and flowers, nature, religion, Christmas, and New Year; also old tales and ballads and famous poems for older children.

The book is illustrated with nearly two hundred engravings from designs by Gustave Doré, J. E. Millais, and others, and is handsomely bound. (Porter & Coates, Philadelphia.)

Modern language teachers seem to come more and more to an agreement that the chief end to be aimed at by them in the school-room is the intelligent reading of the foreign literature. One of the best means for reaching this aim and for keeping up the student's interest in the foreign idiom is the reading of historic prose. A very useful selection for this purpose is Beresford-Webb's *German Historical Reading Book*, published by H. Holt & Co. It contains fourteen selections from German historians, arranged in

order of difficulty and connected by short explanatory passages in English. The book would have gained in unity and interest if the editor had confined himself to selections illustrating the chief epoch of German history. Pieces like "Alfred and the Danes," "Cromwell and the Protectorate," however interesting for the English student, seem somewhat out of place in a German reading book. Instead of these one would have wished to see selections illustrating the important period of the Hohenstaufen, the life of the German cities in the Middle Ages, etc. Gustav Freytag's "Bilder aus deutscher Vergangenheit" which furnished one selection might have been more largely drawn upon; Schlosser is not represented at all.

In spite of this the book will be welcome in the class-room, the notes furnish much valuable information, both linguistic and historical, and will prove helpful to the student without destroying his independence of work. F. M.

In *Mollie Miller* Mrs. Effie W. Merriman has continued the story of the Miller family began in her story about "The Little Millers." Mollie, Ned, and Max and their "dopted child" Johnnie, are followed through the many pleasures and vicissitudes of youth, observing the formation of their characters through changing fortunes, with increasing interest. The struggles and trials of these young people in their endeavors to rise above their circumstances are presented with much natural incident, gentle humor, and bright dialogue. (Lee & Shepard, Boston. \$1.25.)

There are no more finished productions in American poetical literature than the *Poems of William Cullen Bryant*. As a describer of nature he was unsurpassed; his works are full of grand and lofty sentiments. An elegant holiday edition of this loved poet has been issued; it will be eagerly sought for by his admirers. There are numerous new illustrations by H. C. Edwards and a biography of considerable length by R. H. Stoddard. (Frederick A. Stokes Co., New York.)

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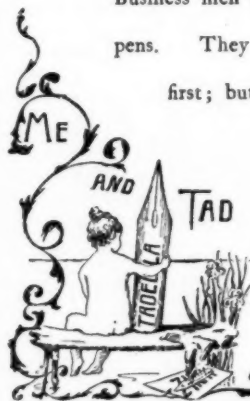
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## New Books.

A popular and poetic treatment of the manner in which nature prepares the soil and brings forth crops is given in the volume entitled *The World's Great Farm*, by Selina Gaye, the preface being by G. S. Boulger, professor of botany and geology in the City of London college. The author is fortunate in having the sanction of such a high authority for her work. Although the statement of scientific facts is made with remarkable clearness and accuracy, it is the fascinating style that will recommend the book to the general reader. We have plenty of books on science, but few in which the subjects are set forth as in this, in such a way as to make them as interesting as a story. This author tells us how the pioneer laborers on the soil do their work, how soil is made, and carried, and kept in place; how the field laborers perform their duty; how the soil is fed; how seeds are scattered, and many other things. Then many flower secrets are given that will surely interest those who love these beautiful children of nature. The book is illustrated with numerous reproductions of photographs of plants. (Macmillan & Co., New York. \$1.25.)

Youth is the time in which to acquire a familiarity with the best authors. A taste for good reading developed then will be of priceless value all through life. As an aid to this end the volume of *Treasured Thoughts Gleaned from the Fields of Literature*, by Frank V. Irish, will be valuable. Of course one cannot get an idea of the artistic qualities of a work from these detached fragments, but he can gain a familiarity with the best thoughts gleaned from a wide range of literature. These selections are made with good judgment and are carefully classified. There are quotations for children, thoughts for parents and teachers, scriptural quotations, devotional exercises in schools and family worship in homes, books and reading, music, woman, praise of the Bible, etc., also quotations from American authors, as Irving, Bryant, Longfellow, Whittier, Holmes, Lowell, Emerson, Hawthorne, and Bayard Taylor, and from English authors, Spencer, Shakespeare, Milton, and others. Many teachers will be glad to refer to the lists of books for children, for young people, and for teachers in this book. (Published by the author, Columbus, Ohio.)

*Little Ike Templin and Other Stories*, by Richard Malcolm Johnston, is a collection of tales that have appeared from time to time in different periodicals. In the field that Col. Johnston has chosen, the depiction of Southern life and character, there are many competitors, but his work is of so high a character that he has few real rivals. The stories in this volume are intended specially for boys and girls, but they possess an interest also for older readers. Humor, pathos, sentiment, and homely philosophy are blended in harmonious proportions, and he uses the dialect naturally, like one who has been long familiar with it. The stories are all of Georgia life and character. The readers will be amused and elevated with these touches of nature. (Lothrop Publishing Co., Boston. 12mo., cloth, \$1.00.)

Nowhere in the United States could a writer obtain more material for romances than in California. The Spaniards who settled this region were a proud and passionate race, intensely religious, and not a little superstitious. Gertrude Atherton has presented a picture of old California life in *The Doomsuoman*, No. 1 of the *Idler* series. The story is intensely dramatic and in the end tragic when Chonita's lover slays her brother. (J. Selwin Tait & Sons, 65 Fifth avenue, New York. 25 cents.)

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Robert Barr who, for some years, has been known as a writer of short stories has written a story of greater length, *In the Midst of Alarms*, which, to speak moderately, is ingenious and entertaining. This writer has one quality that will introduce him to his readers in a pleasant way—he usually sees the funny side of things. In the story is related the adventures of two young men, one a professor in the Toronto university college, and one a New York newspaper reporter, who go camping out on the Canadian boarder, near Lake Erie. The peculiarities of the two are vividly set forth and their experiences in love related with considerable humor. There is much very excellent description in the book. (Frederick A. Stokes Co., New York.)

That William O. Stoddard knows how to tell a story that will interest the boys is shown by the popularity of his tales. *The Captain's Boat*, a story by this popular author, has recently been issued. In this, adventures at sea, including a shipwreck, are related with much spirit; boys who have a taste for sea life will find it fascinating reading. There are a number of good half-tone illustrations. (The Merriam Co., New York.)

### Announcements.

T. Y. Crowell & Co. will publish immediately Prof. Amos G. Warner's book on American Charities.

J. Selwin Tait & Sons publish immediately Napoleon III. and Lady Stuart, from the French of Pierre de Lano.

John T. Morse, Jr., has been engaged to prepare the authorized Life and Letters of the late Dr. O. W. Holmes.

*Will o' the Mill*, one of Stevenson's best short stories, is republished with drawings by Sacker, by Joseph Knight Co., in the *Cosy Corner* series.

Macmillan & Co. issue *Robinson Crusoe* in the Children's Library with the old Crinkshank illustrations.

The Ariel Shakespeare (Putnam) is now complete in forty pretty little volumes, which may be bought separately.

Hunt & Eaton have recently issued *Travels in Three Continents: Europe, Asia, and Africa*, by J. M. Buckley, LL.D. The book is profusely illustrated from photographs carefully selected by the author.

An engaging little love story entitled *My Lady*, by Margaret Bouvet, is issued by A. C. McClurg & Co. The scenes are laid in fair Provence, the land of music, of poetry, and of love.

About March 1, Harper & Brothers will publish the *Life of Samuel J. Tilden*, by the Hon. John Bigelow, one of Mr. Tilden's executors.

A new biographical series, to be called *European Statesmen*, has been decided upon by Macmillan & Co., and will be issued uniform in style with their *Twelve English Statesmen*.

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The Merriam Company have published, *Silltry*, a parody on "Tribby," by Mary Kyle Dallas. It is profusely illustrated.

The last of Marion Crawford's American series of stories, *The Ralstons*, is soon to be issued by Macmillan & Co.

D. C. Heath & Co., Boston, have in press for immediate issue in "Heath's Modern Language Series," *Fleurs de France*. This book consists of fifteen choice stories, that have appeared in recent years in France.

Having secured the American right for the publication of the *Autobiography of Annie Besant*, by Henry Altemus, Philadelphia, announces that this interesting work will be ready for delivery at an early day.

James H. Penniman, of the DeLancy school, Philadelphia, has brought together in a little volume with the title *The School Poetry Book*, a choice collection of short classic poems. The book is issued by D. C. Heath & Co.

*The Good Ship Mohock* is the title of a brilliant new romance by W. Clark Russell, which is to appear immediately in D. Appleton & Co's Town and Country Library. It is described as one of the most stirring of his romances of the sea.

Alphonse Daudet's health, which has been so bad of late as to oblige him to do all his writing by means of an amanuensis, has so far improved that he is now able to carry on his private correspondence with his own hand.

Rudyard Kipling's *Jungle Book* has achieved the distinction of being chosen as one of the comparatively few books published for the blind. An edition in raised letters will soon be issued by the American Printing House for the Blind, with the cordial permission of the author and his publishers.

Dr. Louis Lewes, author of the volume on *The Women of Shakespeare*, a translation of which has just been published in London by Hodder Brothers and in New York by G. P. Putnam's Sons, died at Munich recently.

The friends of the Longfellow Park in Cambridge have now turned their attention to saving the lovely willows bordering Mount Auburn street close to the park. About these trees Lowell wrote in both prose and verse.

Miss Alice English, the daughter of the Hon. Thomas Dunn English, has collected and edited some of her father's poems, among which the famous "Ben Bolt," written in 1844, will assuredly not be lacking.

The reminiscences which Mrs. Anne Thackeray Ritchie has been contributing to *Macmillan's Magazine* will shortly be published by Messrs. Harper & Brothers, under the title, *Chapters from some Unwritten Memoirs*.

### Magazines.

Those parents who are looking about to find a satisfactory boarding-school for their boys will be as much interested as the boys themselves in reading another article in the series, entitled "Representative American Schools," which is running in *Harper's Young People* this winter. Several weeks ago an article on "St. Paul's School" was published in the *Young People*, and in the issue for January 8 the second article, on "Groton School," appears, copiously illustrated with views of the buildings and sports of the boys at this school.

Noah Brooks, the veteran author and journalist, whose acquaintance among public men for the past forty years is hardly surpassed, begins in the January *Scribner's*, a group of papers on "American Party Politics," in which he will present with nearness of view the personality of the great leaders who have influenced party history from the time of Washington to Greeley. A notable series of portraits will accompany these articles, the whole group forming a valuable introduction to the narrative history of "The Last Quarter Century of the United States," by President Andrews, of Brown, which will begin in the March number.

*The Book Buyer* with the February number will enter upon its twelfth volume. Its portraits of new and former authors, special articles on literary topics, gossip about authors, select readings from new books make it a desirable publication for one who wishes to keep well informed on current literature.

At the lessons to be given as advertised, Miss Dunning will use Mr. Holt's beautiful new chart and also the Ideal Music Chart, just adopted by the New York Board of Education.

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